

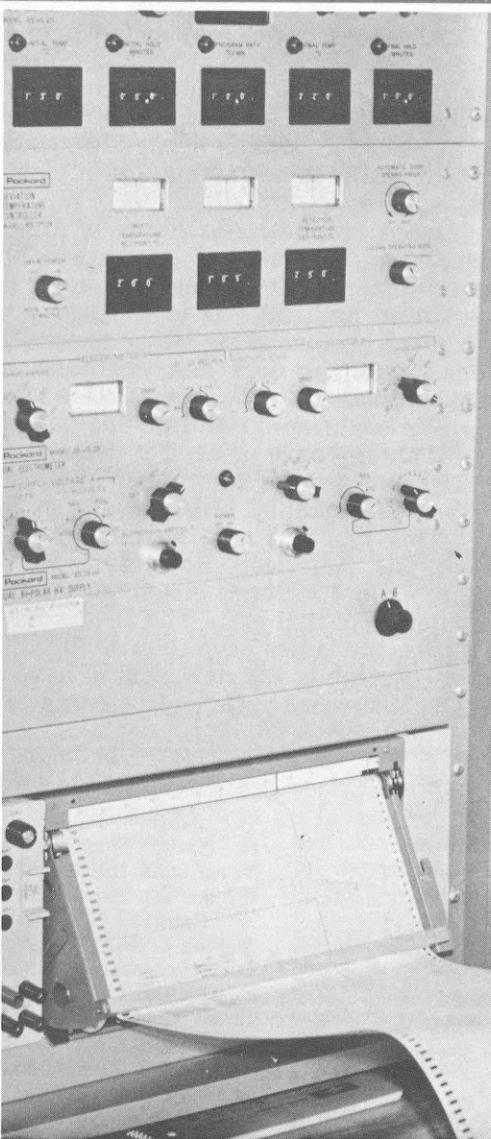
# THE DEAF AMERICAN

THE NATIONAL MAGAZINE FOR ALL THE DEAF

March

1976

75c Per Copy



**DR. NANSIE S. SHARPLESS, Deaf Biochemist**

# The Editor's Page

## Reader Comments and Suggestions

The Editor likes to get mail—lots of it. He keeps hoping those all-important voluntary manuscripts (and pictures to accompany them) will show up. He is eager for comments and suggestions—and constructive criticism. The complaints that come in help keep the Editor on his toes.

Many of the changes in THE DEAF AMERICAN format—including some of those of recent origin—have resulted from reader suggestions. Comments-suggestions-complaints have led to dropping or curtailment of some coverage and more emphasis upon other contents.

Some comments or suggestions have built-in drawbacks—increased costs for innovations and more color. We certainly would like to do many things but raising subscription rates to accomplish them is farthest from our mind.

One of the latest suggestions is that a page—or pages—be devoted to printing of the text and, perhaps, simplified condensations, of laws and rulings that pertain to the deaf. Also included would be clear-cut information as to whom to write regarding matters of concern to the deaf, e.g., hidden captioning on television.

The above suggestion is very important, and we need help—lots of it. Most of the time it is by chance that we receive or read elsewhere about such matters. All too often information is sketchy and we do not have time to run down details in time to urge action.

Readers—no matter where they live—are urged to help keep us informed as to legislation, proposed or enacted. We need to get on more mailing lists. (And those of our more fortunate readers who know of such lists that provide timely material for the deaf and about deafness are urged to share their material. If we cannot use it for one reason or other, we will still be alerted as to the existence of helpful sources.)

## Provide Specifics in Grievances

That the deaf—as a group or as individuals—are

discriminated against in many areas and instances is an accepted fact. Some of this discrimination is knowingly exercised; some of it may be unintentional and because of ignorance.

In stating a grievance, however, little can be accomplished unless specifics are provided. This is true whether discrimination is claimed regarding automobile liability insurance or in hiring practices—to cite two well-known areas. The specifics should include names, dates and exact nature of the discrimination claimed.

If a grievance exists, one must be sure of the individual or agency to which a complaint should be directed. If precedents exist, they must be documented—sources of reference listed.

All of the above may sound trite and included in "horse sense." But . . . such know-how is not often naturally present. Usually it comes from experience and/or training.

Lessons in dealing in specifics should be a "must" in deaf leadership training—with close-to-home application in everyday situations. We have seen more and more emphasis on letter writing to accomplish objectives—the value of letters and how they should be written. Another example is voter registration as a specific in political activism. Deaf awareness can be promoted by furnishing libraries with lists of publications about the deaf and deafness—or by donating books.

We could go on and on for pages. Sufficient to say, if an objective or need is defined, specifics are required, and can be found, for implementation.

## Bicentennial Musings—As to the Deaf

This year—in case anybody is not yet aware of it—is the American Revolution Bicentennial. Our country's lore includes just about every segment of the population of that era. The Blacks have their Crispus Attucks; the ladies have their Molly Pitcher and Betsy Ross. Certainly the deaf should have somebody—but who? Historical buffs and researchers, to the front!

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# Dr. Nansie Sharpless: Biochemist

By RUTH BROWN

It was nine o'clock on a Thursday morning in January. The place was a plush meeting room at the Americana Hotel in New York City. The occasion was the 1975 annual meeting of the American Association for the Advancement of Science. The speaker was a slim, attractive, brown-haired woman.

Bright, attractive . . . and deaf. And the topic of her address to the assembled audience of distinguished scholars and scientists was: "The Deaf Scientist as a Researcher."

That day Dr. Nansie Sharpless, normally a quiet, reserved, unassuming person, held up to the public glare the example of her own life to tell it like it was, and how it could be for other deaf people with the same tools of courage, knowledge and persistence.

One feels immediately upon meeting Dr. Sharpless for the first time that she is an unusual person. A native of Michigan, she became totally deaf at the age of fourteen from meningitis. She has excellent speech and speechreading skills. She also has a Ph.D. degree in biochemistry with a distributed minor in chemistry. Today, she is an assistant professor in the Department of Psychiatry at Albert Einstein College of Medicine, Bronx, New York.

Dr. Sharpless, the oldest child in her family, was influenced in her choice of career by her father who was a biochemist. "The fact that I was female didn't matter to my father," she recalls. Her mother, formerly a teacher; her sister, formerly a geologist, and her brother, a physician, were all intellectually inclined. Despite her deafness, Dr. Sharpless had the same expectations for high scholastic achievement as they.

After Dr. Sharpless became deaf, her parents thought she should be placed in a school for the deaf, but they were advised to keep her in public school with normally hearing children. However, they also engaged a teacher to give speechreading lessons on a one-to-one basis one afternoon a week for a year.

Dr. Sharpless describes herself as an "average" student during her undergraduate years at Oberlin College, from

which she was graduated in 1954 with an A.B. degree in zoology. She remembers, "To satisfy the language requirement, I took German, which is usually taught by reading, instead of French, which is usually taught as conversation," a tip which holds true for today's college-bound deaf student, too.

She went on to Wayne State University in Detroit to obtain her master's degree in medical technology. "I was told that even if I couldn't meet the requirements for the master's degree, I could at least obtain registration in medical technology and with it have a marketable skill," Dr. Sharpless said.

She mastered all the course work, however, and went on to take her final oral examination, conducted by a moderator and five examiners. Because of her deafness, all the questions were written down for her, but she answered them orally. She passed and obtained her M.S.

The next 10 years were uneventful. Dr. Sharpless worked as a medical technologist in the Department of Laboratories of Henry Ford Hospital in Detroit. She took some non-credit courses in math and chemistry, and finally, "out of a need I have to undertake new challenges," decided to try for her doctorate at Wayne State.

Certainly a novel reason for embarking upon an arduous course of study leading to the Ph.D. degree in chemistry. She did not know then that she would become one of a very few deaf women to obtain a doctoral degree in science. It really didn't seem to matter; Dr. Sharpless became a better student the longer she studied.

In spite of family and friends' fears that she would have trouble finding a job if she was "overeducated," in spite of having "to read half the library to keep abreast" of the other students in lectures and group discussions too difficult to follow through speechreading, in spite of wrongheaded academic advisors who urged her to drop difficult courses in favor of laboratory research, Dr. Sharpless was able to complete the requirements for her Ph.D. degree with a perfect grade point average of 4.0.

She was also awarded a fellowship from the Zonta Club of Michigan and a two-year graduate fellowship from the National Science Foundation to finance her graduate studies.

After graduation, Dr. Sharpless worked for four and a half years in the Department of Biochemistry at the Mayo Clinic in Rochester, Minnesota, where she was supported by a special traineeship from the National Institute of Neurological Diseases and Stroke. Last year she started her present position at Albert Einstein College of Medicine.

In her present position, Dr. Sharpless directs a biogenic amine assay laboratory. The biogenic amines are chemicals which are thought to play an important role in brain function. She is involved in several large research projects designed to gain insight into the biochemical basis of neurological and mental disorders, and to find better forms of treatment. Dr. Sharpless is the author or co-author of about 25 research papers in her field. She is a member of the American Chemical Society, the American Society of Clinical Pathologists, the American Association for the Advancement of Science, the New York Academy of Science, Sigma Xi and the American Association of Clinical Chemists.

Why did she come east to New York City? we asked. It turns out that New York City is a center of some very exciting research in her field. This led us to bring up the question of job-hunting and job discrimination. "I have never made any secret of my deafness. On the other hand, I have always stressed the fact that I do have a job skills, to offer the prospective employer in exchange for any inconvenience my deafness may cause," Dr. Sharpless declared. "If asked point blank, I explain my limitations matter-of-factly and mention how I cope with them. Otherwise I do not dwell on the subject of deafness.

"I attend at least one professional meeting a year. The ones I go to have published abstracts which I read in advance. Then, with the help of the data

## OUR COVER PICTURE

Mrs. Sharon Chinnow, laboratory technician, looks on as Dr. Nansie S. Sharpless demonstrates operation of a gas chromatograph. Dr. Sharpless, a biochemist, has been completely deaf since her early teens.

on the slides, I get more information from the presentations. I have also presented my own papers at these meetings. Usually a colleague or the moderator relays the questions from the floor to me and I answer them. At these meetings one also gets to meet other research workers in one's field and to exchange ideas with them," says Dr. Sharpless with a smile. "People seem to remember me better because I'm deaf."

All is not work and no play with Dr. Sharpless despite the pressures of her work. She has traveled extensively both in the United States and abroad. "Perhaps my most memorable trip was the one to Japan two years ago. I went to the International Society of Neurochemistry meetings in Tokyo and was royally entertained by family friends in Tokyo and Hiroshima before and after the meetings," Dr. Sharpless says, looking at the mementos of her Oriental trip scattered around the living room of her skyscraper apartment. "I have several professional women friends in New York and we often go out for little restaurant dinners or take in a museum, a movie, one of the Broadway shows or the ballet. I usually read plays beforehand and then I can follow the action quite well; with more modern dramas a key word of explanation now and then from my companions is a big help. Our seats, at the play *The Hot L Baltimore*, were practically onstage, so I was actually able to lipread some of that one!"

When this interviewer stated that Dr. Sharpless's interests seemed quite different from most deaf people's. Dr. Sharpless said forthrightly, "I have not known a large number of deaf people intimately. To me, deafness alone does not seem to be a sufficient basis for friendship. There must also be common interests. Don't get me wrong," she went on to say. "I do have some friends who are deaf and I enjoy them. But that is because they are interesting people and not because they are deaf people. Not all hearing people share my interests either.

"True, it is unusually difficult for a deaf person to obtain the education expected of a professional person. Many people also have stereotyped ideas about the capabilities of deaf people in general, but I think laboratory research is an excellent field for the young deaf person seeking a career.

"There are three job levels in research work—the technician, the technologist and the scientist. A technician needs only a high school diploma and on-the-job training, or two years' training at a community college. A technologist needs at least four years of specialized college training, and a baccalaureate degree. A scientist needs at least a master's degree and usually a doctorate is required. The

young deaf person should decide which level she wants to aim for, and then select the schools or schools which will offer the best preparation for her/his goal.

"Summer and part-time work in a laboratory is hard to find, but any kind of work record that demonstrates an ability to read, communicate and pride in doing a good job is important in landing that first full-time job after the completion of one's studies," Dr. Sharpless points out.

"The ability to hear is not required for operation of any equipment normally found in a medical laboratory. For instance, I can easily tell by touch whether a centrifuge is operating properly. How-

ever, a deaf person should arrange to be easily reached by telephone in case of emergency, or to fulfill her/his share of weekend and night duty at the laboratory.

"The ability to hear is also not essential in the research laboratory. There are no problems with bench chemistry, supervision of technicians, or with safety. Results of research can be published in written papers," Dr. Sharpless concludes.

"From my experience, I think scientific research is a practical, rewarding profession for a deaf woman, and I would hope to see more deaf people enter it," Dr. Sharpless says, "in time." An volunteers?

## News From The Past . . .

By BARRY STRASSLER

### How Tom Nash Lost His Voice

(From the "Autobiography of Mark Twain" in the Sunday Magazine"

—reprint the SILENT WORKER, January 1908)

That was about 1849. Tom Nash was a boy of my own age—the postmaster's son. The Mississippi was frozen across, and he and I went skating one night, probably without permission. I cannot see why we should go skating in the night unless without permission, for there could be no considerable amusement to be gotten out of skating at night if nobody was going to object to it. About midnight, when we were more than half mile out toward the Illinois shore, we heard some ominous rumbling and grinding and crashing going on between us and the home side of the river, and we knew what is meant—the ice was breaking up. We started for home, pretty badly scared. We flung along at full speed, whenever the moonlight sifted down between the clouds, enabled us to tell which was ice and which was water. In the pauses we waited; started again whenever there was a good bridge of ice; paused again when we came to a naked water, and waited in distress until floating vast cake should bridge that place.

It took us an hour to make the trip—a trip which we made in a misery of apprehension all the time. But, at last, we arrived within a very brief distance of the shore. We waited again; there was another place that needed bridging. All about us the ice was plunging and grinding along, and piling itself up in mountains on the shore, and the dangers were increasing, not diminishing. We grew very impatient to get to solid ground; so we started too early, and went springing from cake to cake. Tom made a miscalculation and fell short.

He got a bitter bath; but he was so close to shore that he only had to swim a stroke or two; then his feet struck hard bottom and he crawled out. I arrived a little later without accident.

We had been in a drenching perspiration, and Tom's bath was a disaster for him. He took to his bed sick, and had a procession of diseases. The closing one was scarlet fever, and he came out of it stone deaf. Within a year or two speech departed, of course. But some years later he was taught to talk, after a fashion—one couldn't always make out what it was he was trying to say. Of course, he could not modulate his voice, since he couldn't hear himself talk. When he supposed he was talking low and confidentially, you could hear him in Illinois.

Four years ago (1902) I was invited by the University of Missouri to come out there and receive the honorary degree of LL.D. I took that opportunity to spend a week at Hannibal—a city now, a village in my day. It had been fifty-three years since Tom Nash and I had that adventure. When I was at the railway station ready to leave Hannibal, there was a crowd of citizens on hand. I saw Tom Nash approaching me across a vacant space, and I walked toward him, for I recognized him at once. He was old and white haired, but the boy of fifteen was still visible in him. He came up to me, made a trumpet of his hands at my ear, nodded his head toward the citizens, and said confidentially, in a yell like a fog horn:

"Same damned fools, Sam!"



Martin Sternberg and Lily Corbett, both of the New York University Deafness Research & Training Center, display the silver medal of the International Film and TV Festival of New York won for the production "Speaking with Your Hands." (Photo by Thomas Freebairn)

## Wide Honors Go "To Speaking With Your Hands"

"Speaking With Your Hands," a 10-part television series of elementary sign language instruction produced by Station WNBC-TV, New York, with the Deafness Research & Training Center of New York University, has been receiving honors and nominations for awards at a dizzying pace. "And there will be more," said Larry Johnson, WNBC-TV Executive producer for the series.

The series was originally produced for broadcast by the five television stations which are wholly owned by the NBC network. These stations are in New York City (WNBC), Los Angeles (KNBC), Chicago (WMAQ), Washington, D.C. (WRC) and Cleveland (WKYC). However, the audience reaction to the broadcast in these cities was so positive that the programs were selected by NBC for broadcast by the entire network. As of this date, approximately 125 NBC-affiliated stations have shown the series.

"Speaking With Your Hands" was the direct outcome of a keen sense of interest aroused in Mr. Johnson at a meeting he attended at St. Ann's Church of the Deaf in New York City about two years ago. At this meeting the deaf community spoke up strongly in favor of more TV programming geared to their needs, either in captioned form or in sign language. Representatives from several other New York City television stations were present, and, while they were impressed when they learned about the huge number (13,400,000) of hearing-impaired Americans who are not being reached fully through the TV tube, it was Larry Johnson who really got to work on the problem.

Mr. Johnson went home from that meeting and did not forget it. Very soon afterwards he contacted Thomas Freebairn, Coordinator of Telecommuni-

tions at the NYU Deafness Center. They had a series of meetings, which finally resulted in the idea for a 10-lesson program in beginning sign language.

The Deafness Center was given the challenge of developing an instructional program about sign language which would be effective as instruction as well as entertainment. And the final challenge was to do it cheaply.

So, Tom Freebairn, as project director, had the responsibility for developing the format, timing, visuals, etc.

Martin Sternberg, Lily Corbett and Carol Tipton, all of the Deafness Center, were responsible for content. Martin and Lily, who are both deaf, later became the two on-camera teachers.

There was much discussion among Deafness Center staff. One of the most important questions was "What system of signs?" Signed English? Ameslan? SEE? Many people were involved. Finally, it was decided to keep the signs as traditional (original) as possible, on the thought that no single sign system today is the last word in signs. If this were going to be a program for a mass audience, it would be best not to confuse new viewers with all the new innovations going the rounds. The aim was to arouse public interest in the beauty and logic behind manual communication, and at the same time, to teach sign language to people who really needed to learn. Dr. Jerome D. Schein, Director of the Deafness Research & Training Center, was in full accord, and gave the project his complete and enthusiastic support.

Lily Corbett, Associate Research Scientist at the Deafness Center, designed the curriculum for the 10-lesson series. She worked long and hard on this project. Each "lesson" revolved around a common topic, such as "I Have a New

Job." Vocabulary and practice sentences involving key words were prepared for each lesson.

Martin Sternberg, Coordinator of Manual Communication Programs at the Deafness Center, reviewed each lesson, made suggestions for changes and additions, and supplied selected drawings from his long-awaited book, *American Sign Language: A Comprehensive Dictionary*, destined soon for publication by Harper & Row. Harper & Row gave their permission for prepublication use of the illustrations. Things began to take shape.

Suddenly it was realized that the planned TV program could have an "extra"—a well-designed and structured booklet for the home viewer to use in connection with the TV program itself. This booklet had grown out of the drafts for the lesson plans. The illustrations were incorporated, and a modest number were printed up (about 1,000 copies) and were offered for \$1.00 each to home viewers. Needless to say, several additional printings were needed to keep up with the demand once the broadcast of the programs started.

The taping of the show began in the fall of 1974, over a period of several weekends. Lily Corbett and Martin Sternberg, the two on-screen sign language instructors, had a live class of six NYU students who would be actually learning signs during the programs. This idea proved very successful and did much to eliminate the terrible "stage fright" that besets most inexperienced TV performers.

Here is how a lesson was prepared for production.

The first class begins with an introduction to the origins of selected signs. The sign for "drive" for example, looks very much like the action of driving a car.

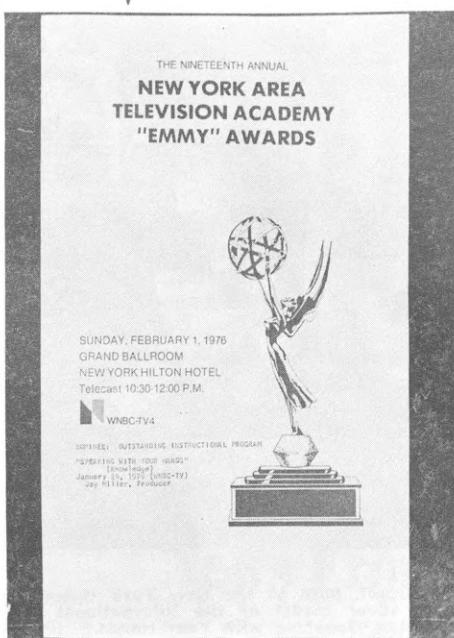
The signs for "think," "know," and "remember" all include references to the head or mind. The sign for "milk" is the gesture for milking a cow. The signs for question words and for connectives and prepositions, however, are much more abstract and would never be guessed from their corresponding gestures. So, in this first lesson and throughout the course, the teachers provide reinforcement for the more obvious signs while at the same time introducing and explaining the more abstract ones. Finger-spelling, the method of showing individual letters on the hand, is also demonstrated.

The sequences for demonstrating and repeating the signs were carefully developed during the several weeks before the taping sessions began in order to ensure the most effective educational techniques and an exciting variety of visual elements. The following is a typical sequence for teaching a **single sign:**

- diagram of the new sign
- teacher demonstrates the sign
- teacher repeats the demonstration; lower 1/3 is a caption with the word
- students in the class practice the sign
- teacher reviews the sign
- full screen center of sentence using the key word
- teacher demonstrates the entire sentence
- teacher repeats the demonstration; lower 1/3 is a caption with the sentence
- studio class practices the sentence
- teacher repeats the sentence
- teacher reviews the original sign
- teacher repeats the review; lower 1/3 is a caption with the word

Production of the show began at WNBC-TV, the flagship station of the NBC network. Studio 3A, almost the size of a basketball court, is right next door to the famous TODAY show, and so "Speaking With Your Hands" was in good company. Four huge NBC color cameras were positioned at strategic points. The great studio overflowed with technicians, lighting specialists, prop men, grips, makeup artists and assorted other specialists. The Master Control Room was an unbelievable thing to see. It looked like the NASA control room at takeoff time. At least 30 TV monitors were set up against one wall. Meters, switches, relays, rheostats and all kinds of video and sound controls were arrayed on a series of control panels, with banks of special telephones at intervals.

In the center of all this sat a quiet man with longish hair. He was Jay Miller, the director. He was the equivalent of the chief surgeon at a major operation. A headset with microphone was on his head. His eyes darted all over. He saw everything; missed nothing. He barked orders to his assistant director, who in turn talked to all four cameramen who were set up in the studio outside. He was in constant touch with the man in charge of projecting the



Cover of "Emmy" program for "speaking with Your Hands." (Photo by Jean Worth)

drawings on the screen. He was also in direct communication with another floor of the NBC Building, with a man he could not even see. This distant man, the Chiron operator, was responsible for projecting the captions on the screen. It was a miracle of synchronization.

Through a window adjoining the Master Control Room was the chief audio technician. He, too, had an appallingly sensitive and challenging job—too adjust the audio (sound) component of the programs to bring out the best of two deaf voices; to make them as understandable as possible. Professional TV actors make life easy for the audio technician. Here he was faced suddenly with two voices alien to TV, that needed constant, never-ending pitch and tone adjustment to bring out their best qualities. He did not rest for one second during tapings.

Some television programs have lots of rehearsals, while others do not. Unfortunately for Martin and Lily, the "Speaking With Your Hands" programs had none. It was decided that the programs should be as "natural" and spontaneous as possible. That is the special flavor of TV that makes it such an intimate companion in the home living room. Be that as it may, it did not help matters at all for Lily and Martin, two absolutely terrified "babes in the woods" who had walked into Studio 3A expecting lots and lots of rehearsal time. Everything that was seen by the millions of TV viewers of the program was absolutely spontaneous, unrehearsed. That explains why here and there sharp-eyed deaf viewers caught little mistakes and inconsistencies. Even after 10 tapings had been all completed both performers were dreaming how nice it would be if portions could be redone.

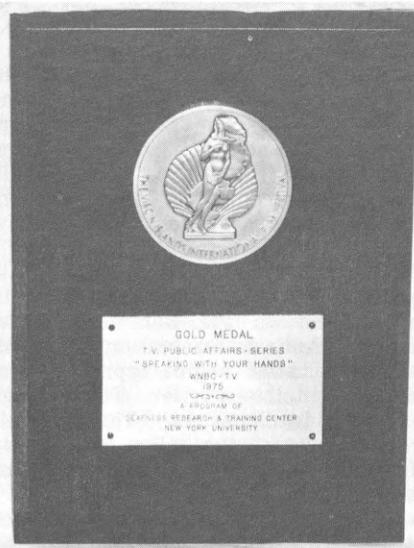
Finally, the taping of the 10 programs

was completed. Jay Miller rose slowly and said to no one in particular: "We have a winner." It was clear he was proud: proud of everyone involved; proud of himself for meeting a challenging and very, very "different" TV assignment. Everyone said warm goodbyes to one and all, and went home from the studio for the last time. Lily and Martin had a sense of great relief, of release from the constant tension of being "on the air." Now they could relax. And yet they both knew they were going to miss the excitement, the glamour and challenge of working for one of the world's major television stations.

The rest is history. The show was aired first in New York City, at 6:30 in the morning, for 10 consecutive weekdays, beginning in January 1975. Hundreds of letters poured into the Deafness Center. Many went to WNBC-TV. Every single letter was complimentary. They came from utter strangers as well as from friends. Parents, grandparents, uncles, aunts, neighbors, all repeated over and over again how thrilled they were at last to be able really to communicate with deaf children. People in the theatre, the arts, wrote to express their fascination over this graceful and expressive communication medium. They wanted to know where they could take formal training in sign language. Many teachers of deaf children who had always used the oral-only approach wrote in to say they were now ready to try total communication. But the majority of the letters were simply to tell the Deafness Center and WNBC-TV how much they appreciated the instructive and entertaining early-morning sign language program. Strangers who recognized Lily and Martin on the streets showed off simple signs they had learned from the program. It was an incredibly thrilling experience. People were learning; the program was working! Many, many orders for the booklet were received. People even came up to the Deafness Center's offices to buy their copies of the booklet; they had no patience to wait for it to be mailed.

Then the show moved on to Los Angeles (KNBC), to Chicago (WMAQ), to Washington, D.C. (WRC), and to Cleveland (WKYC). In spite of the horribly early viewing times, letters continued flooding in. Soon every last copy of the manual was gone, and a second order was placed, a much better production job, incidentally, than the first one. This second printing disappeared quickly, too, and a third and much larger reprint was ordered. The Deafness Center sold them at cost; no profits were allowed.

After the five original broadcasts in the cities mentioned above, and after reruns in these cities, NBC decided to provide the series to all its affiliated television stations around the country. The programs were sent out through the network on Saturday afternoons to local NBC-affiliated stations on 10 consecutive weekends. So far, about 125 of the stations have recorded the series and



**GOLD MEDAL**—"Speaking with your Hands" won this gold medal in the Virgin Islands Film Festival. (Photo by Jean Worth)

scheduled it for local broadcast. To date, the cost of WNBC for producing the series and to NBC for distributing it has been nearly one million dollars. Again, this was a public service series which had **no commercials**. Strange for a company that is supposed to be in the business of **making money**. On this they made no money at all, but of course made more friends than they could have ever imagined.

The first inkling of recognition for the series came via a phone call to the Deafness Center from Larry Johnson. The program had won the Silver Medal from the International Film & TV Festival of New York, a major international award.

Next came that dream of dreams, a nomination for an "EMMY" Award! The local "EMMY," that is. But in this case it was for New York City, the television capital of the world. The series had won nomination among the world's stiffest competition. Here is a quotation from the "EMMY" program itself, to give our readers some of the flavor of the award and what it means:

#### ABOUT THE NOMINATIONS

The Nominees were determined through a compilation of entries submitted by over 2,600 New York Chapter Members (of the National Academy of Television Arts and Sciences) actively engaged in creative television broadcasting, by independent producers and craftsmen and the management of stations and cable companies throughout the Awards season. During the year 217 Program and 252 Individual Craft entries were received, representing over 5200 hours of local television programming. The New York Area Awards Committee, chaired by Mary Harris, George Dessart and Janet Luhrs screened all of the entries in a series of twenty meetings for a total of over 90 hours. Final nominations were approved unanimously by the New York Board of

Governors. These Nominees were then screened by a Blue Ribbon Panel which, by secret ballot, selected the winners who will receive their Emmy Awards tonight.

Of the 217 program entries submitted, 44 were nominated for "Emmys," and "Speaking With Your Hands" was among them. It was placed in the category "Outstanding Instructional Programs." Only four other programs were placed in that category. The Awards Dinner was held in the Grand Ballroom of the New York Hilton, on February 1, 1976. A black-tie affair, it was attended by nearly every major TV celebrity in town. Tom Freebairn and Martin Sternberg attended, to represent the Deafness Center and of course the program itself. Unfortunately, Lily Corbett could not come. Both Jay Miller and Larry Johnson were there, of course. Although "Speaking With Your Hands" did not win an "Emmy," the honor of being nominated was more than enough. Jay Miller, incidentally, won an "Emmy" for another program he did.

We would hasten to remind our readers that other interpreted news programs have won "Emmys" in other cities. That would seem to underline the unusual appeal of sign language on TV.

Two more nominations followed in quick succession. The program was nominated for a relatively new but highly important award: The Joseph P. Kennedy Memorial Award for Programs for the Disadvantaged. The other one was a high honor indeed. This is the nomination for the Media Excellence Award of San Francisco State College. SFSC is one of the very few colleges in the nation with absolutely top-quality media programs. These nominations will be decided on later this year.

And then came the nomination for the nationally-famous Peabody Award, given for excellence in educational television. "Sesame Street" won this award. Standards for the Peabody Award are very high indeed; "Speaking with Your Hands" is in lofty company. Again, it will be decided later in the year.

Then Larry Johnson called the Deafness Center yet again. As Martin Sternberg described it, Johnson sounded pleased and excited. Martin rushed over to WNBC-TV's executive offices. There on the sofa of Johnson's office was a gorgeous plaque, the GOLD MEDAL of the Virgin Island International Film Festival (TV-Public Affairs Series Category). This is a world award. The series had won a gold medal, the highest award! The Deafness Center was overwhelmed. Larry Johnson was beaming like a proud, proud father. "It's yours to keep," he said. "You earned it." With trembling hands, and clutching the heavy gold plaque, Martin left, all smiles. That is when Larry said, "There'll be more; it's snowballing."

So that is how things stand right now. The Deafness Research & Training Center of New York University, true, "fielded the team," but it was a ballgame won



**SILVER MEDAL**—At the International Film and TV Festival of New York, "Speaking with Your Hands" took this silver medal. (Photo by Jean Worth)

by every single hearing-impaired person in the land. The message is this: Deafness was made visible—in a very important and dramatic way. Maybe now people won't ask such silly questions as "Do deaf people read by Braille?" any more. Captions vs. signs is not the important question here. We're all smart enough and sophisticated enough to know that we got the television door open in New York City and helped to open it in many other cities that broadcast the program. It's open right now, and pretty wide, too. But it needs more opening.

Deaf people in all the cities where the programs were broadcast should ask their television stations to broadcast the series again, or to make a new local series, or to begin other programs for deaf people. Who knows. Let's not lose the strong introduction which "Speaking With Your Hands" has given us.

#### Class Action Complaint Filed

The NAD and the National Center for Law & the Deaf filed a class action complaint on February 10, 1976, with the Minnesota Department of Human Rights. The class action complaint is against the Minnesota School for the Deaf for unfair employment practices. Dr. Ronald Nomeland of Gallaudet College and other deaf applicants feel they were discriminated against while applying for a position at the school.

Dr. Nomeland alleges that the school has committed unfair employment practices in violation of Minnesota Law which prohibits employers from requesting that applicants furnish information related to physical or mental disability.

#### Announcements For NAD Offices

Announcements for National Association of the Deaf offices (as per Article III, Section 2e) should be sent to the Editor for free listing. Announcements will be limited to name, address and the office sought.

## Arthur Crow Retires From Arkansas School



Arthur Crowe, retired Arkansas School for the Deaf scoutmaster, proudly displays his Silver Beaver award dated February 6, 1975.

The Arkansas School for the Deaf truly isn't the same.

Arthur Crow has retired.

The veteran educator recently decided it was time to take things a little easier and gave up a vocational instructor position that spanned over 50 consecutive years at the Arkansas School in Little Rock.

Crow received all his education at ASD and was such an adept pupil that, upon graduation from high school, he was offered a job as assistant instructor in the school's vocational department. Three years later he was promoted to head instructor, specializing in cabinet-making, a position he held until retirement. Under his tutelage, hundreds of students were introduced to the basics of woodworking and many now earn a living at that trade.

Simultaneously, Crow launched a career in Scouting that also lasted until his retirement and was capped with presentation of the Silver Beaver Award, Scouting's highest honor.

Crow also has been a very active member of the First Baptist Church and has taught Sunday School for over 40 years. In his "spare" time, he has given thousands of hours of service to a list of organizations for the deaf, professional associations and community causes too long to be listed here.

Arthur and his helpmate of 40 years, Edna, have no plans to move to a gentler clime in retirement. They like being near the action and all their friends. They do, however, look forward to spending more time with their only daughter, Alice Frick, who also is deaf and a teacher at the Virginia School

## AMTRAK Offers Reservations Via Toll-Free TTY Calls

A new reservation system designed to meet the special needs of the deaf has been installed by Amtrak, the rail corporation has announced. The new system is the first offered by a nationwide transportation company. Amtrak's Bensalem Central Reservations Office is now operating two special teletypewriters.

To use the system, a person from anywhere in the U.S. dials a special toll-free number to the Bensalem office. When an Amtrak reservation clerk answers, the caller begins typing his inquiry on his teletypewriter. The message is printed in Bensalem. Through this written exchange the caller can receive information and make reservations for travel.

Calls are averaging four to seven per day, and with increased awareness of the availability of the system, the reservations bureau expects the number of inquiries to grow. In addition to the 10,000 plus deaf individuals who own their own teletypewriters, many institutions make such teletype equipment available to any deaf person.

The nationwide toll-free numbers to Bensalem's teletypewriter are 800-523-6590, or 800-523-6591. Residents of Pennsylvania may call 800-562-6960.

### Scholarship Offered

#### Deaf Student

#### Preparing For Baptist Ministry

The Baptist Church of the Deaf of Calvary Baptist Church, Washington, D.C., has created a fund to provide a scholarship known as the Baptist Church of the Deaf Scholarship. This scholarship is available to some deaf student preparing for the Baptist ministry, working toward a degree and pledged to full time ministerial service to the deaf following graduation.

Award of this scholarship is made on the basis of character, ability and need. Only college seniors are eligible to apply. This scholarship is in the amount of \$2,000.

Applications must be on file with the Scholarship Committee no later than May 1 for the following school year. For details, write to Francis C. Higgins, Gallaudet College, Washington, D.C. 20002.

### Linda Bove On Sesame Street

Linda Bove, a member of the National Theatre of the Deaf, is scheduled for another series of appearances on *Sesame Street*—April 1, 19, 26 and May 6, 13, 21, 1976. Consult local television programs for time and channel.

for the Deaf at Staunton.

A life of service has been rewarding for this modest man whose career in an age of teacher certification probably never will be duplicated.

## Gordon L. Allen - - Minnesota Sage

Gordon L. Allen was born in Minneapolis in 1902. Seventy-four Minnesota winters have failed to cool his love for the north country and over 50 years of continuous service to the deaf have failed to quench his thirst for action.

Allen became deaf at age 12 from scarlet fever, and became immersed in affairs of the deaf community right after graduation from the Minnesota School for the Deaf. He served the Minnesota Association of the Deaf for 32 consecutive years as director, secretary and president and has been active in the National Association of the Deaf since 1951, serving as second vice president and chairman of the Law Committee, 1965-72, and as NAD representative to the Council of Organizations Serving the Deaf in 1971.

Among other activities, he holds the 34th degree in the National Fraternal Society of the Deaf, is a charter member of the Registry of Interpreters for the Deaf and the Minnesota Registry of Interpreters for the Deaf, has been secretary-treasurer of the Charles Thompson Memorial Hall since 1951, where his duties include overseeing the hall and management of the trust fund which supports the hall as the only free social club for the deaf not supported by a

**PETERSEN:** What are you doing with yourself nowadays?

**ALLEN:** Just got done shoveling out from last night's blizzard.

**PETERSEN:** Thank the Good Lord you can still enjoy the beauties of winter from the business end of a snow shovel.

**ALLEN:** Mostly a snow blower.

**PETERSEN:** Sounds neat. I know you were a roofing and siding installer. I have always wondered what you guys did for a living in winter.

**ALLEN:** Most of the time the boss had saved up repair work in the shop; otherwise, I caught up on my reading.

**PETERSEN:** That explains, in part, your erudition without benefit of a degree. Do you regret not having been able to go to college?

**ALLEN:** If it were today, yes; but in my time all they offered was teaching and I did not consider myself cut out for that.

**PETERSEN:** Happy is the man who knows what he doesn't want. How did you get into roofing and siding?

**ALLEN:** I was a self-employed contractor and builder before that. When Social Security first came in, there was nothing for the boss, so I switched and let someone else have the headaches that a boss accumulates.

**PETERSEN:** Do you find retirement boring, exciting, or what?

**ALLEN:** Haven't yet found out what the word means.

**PETERSEN:** How and when did you first get involved in the NAD?

**ALLEN:** My first involvement was in 1938 when Tovio Lindholm sent me a copy of and asked me to comment on the "Orman Plan" for reorganization of the NAD. My comment was that it did not go far enough in giving the state associations a greater voice in NAD affairs and I suggested a federation. Through the personal urging of Dave Peikoff and the late Larry Yolles, my wife and I joined the NAD as Life Members in 1951. My first active role in the NAD was at the Austin convention in 1952, as the representative of the Minnesota Association of the Deaf, where Dr. B. B. Burnes asked me to serve as chairman pro-tem of the Law Committee.



"The Ugliest Mug in Town" is the way Gordon Allen captioned this picture. (Photo by Wettschreck)

government or social agency, and in his spare time did so much to promote TTYs for the deaf, Dr. H. Latham Breunig, then president, called him No. 1 agent for Teletypewriters for the Deaf (TDI) when he presented Allen a certificate of

appreciation at the Chicago TDI convention.

The Governor of Minnesota, recognizing his wealth of experience, has appointed Allen to the Minnesota State Council for the Handicapped. The NAD has honored him with the cherished Knight of the Flying Fingers Award and the Junior NAD has made him a Keeper of the Flame.

Gordon and his vivacious wife, Myrtle, are familiar figures at NAD conventions, with Myrtle often getting things off on the right foot at the registration tables while Gordon's honesty and parliamentary skills keep the business sessions on an even keel. Gordon's reluctance to engage in under-the-table wheeling/dealings stems in part from a lesson Myrtle taught him the first summer of their marriage. Seems the couple was swimming and Gordon went under for a little extra-curricular action; when he grabbed Myrtle's legs, she responded with an "accidental" kick that caught him right in the eye and left him with a beautiful shiner which he proudly displayed as proof of what kind of a woman he married.

This interview was conducted largely over the TTY and at long distance rates, Allen had to have the answers at his fingertips . . . and he did.

**PETERSEN:** In those 23 years, you have seen many people play major and minor roles in the NAD. Are deaf people today really and different than they were 23 years ago? Is there such a thing as a new breed of deaf person?

**ALLEN:** I would say that deaf people are basically the same today; the only change is the same as encountered in the hearing population. If you can call the current hearing population a "new breed" then my answer would have to be "Yes," otherwise "No."

**PETERSEN:** You also have had a ringside seat from which to observe the spectacular growth of the NAD in the last 10 years. Do you think the overall condition of the deaf community has changed during the same period?

**ALLEN:** The answer to that question will have to be qualified. As the overall condition of the general population has improved, so has that of the deaf community. I note, though, that there is a lot more awareness of the deaf and their problems by the powers that be and more willingness to involve and consult with the deaf in all areas, concerning them.

**PETERSEN:** Do you think there is any danger that the deaf will come in for too much attention? By that, I mean with more and more people talking about the problems of the deaf, will deaf people who are doing just fine get the idea they have problems?

**ALLEN:** There is a distinct danger here; but I feel that if the deaf insist on being involved in any planning, that they have enough sense to hold the line. Most of our leaders our people of real intelligence and possessed of foresight so they can see the danger of trying to solve problems that are common to all people, not just the deaf.

**PETERSEN:** But I also have heard it said that 95 per cent of all deaf people don't want to be leaders. Whether we agree with this figure or not, it puts a great responsibility on those who are willing to get involved; and not all these people are competent. Isn't this spreading deaf leadership too thin for complacency?

**ALLEN:** There is no question that our leaders have been



Gordon pinning a corsage on Myrtle at the National Association of the Deaf convention banquet in Minneapolis, 1970. (Photo by Weftschreck)

spread pretty thin. But all the blame must not be placed overloaded with chores with the result that they have been on those who could be leaders but prefer not to be; some of the blame must be placed on our leaders who try to do too much and are loath to delegate part of the job to others who are competent to do it. Also, delegating minor jobs to potential leaders is fine training for them and a way of getting them interested so they will volunteer when the opportunity presents.

**PETERSEN:** Disregarding the fine work being done by the Junior NAD, is the NAD doing enough to develop and train deaf leaders?

**ALLEN:** Part of the answer to this question is in my answer to the last question. Other than that, I do not know since it is my belief that the main requirements of a good leader are first the desire to help his fellowmen and, second, a very level head on his shoulders; and I think that has to start very early, that is, in early school years.

**PETERSEN:** I agree. This takes us back to where I asked you if you regretted not having gone to college and you answered that in your time all they offered was teaching and you didn't consider yourself cut out to be a teacher. It is my understanding that today fewer and fewer deaf people are entering teaching, thereby depriving deaf children of models for deaf leadership. Assuming I am correct in this assumption, would you care to comment?

**ALLEN:** First, let us consider what makes a good teacher, I would list dedication, understanding and patience in that order. By dedication I mean a real desire to teach our deaf children and see them succeed, not a check-grabbing, clock-watching person. Such persons would be better off in some other line.

Understanding and patience need no definition.

I am sure there are a good number of deaf students that have these qualifications but with the extra two years of college training needed to achieve a B.A.-Ed. degree many are not able to afford it, so go into some other line and that is a loss to us as well as them. Scholarships or some change in the requirements for a B.A.-Ed. degree would help here, I am sure.

**PETERSEN:** Are there any specific action programs you think the NAD should push?

**ALLEN:** The idea of vocational training centers for low achieving deaf persons comes to my mind as the first great need. There are so many of these people and no place for them to turn to. Some of them could become really skilled workmen with intensive training.

**PETERSEN:** There are now places they can turn to and more are in the planning stage, but this is beyond the scope of this interview. However, I recently read a long article in the newspaper that claimed studies didn't bear out the value of vocational school training. What it said was that

follow up failed to show any significant increase in the number of vocational school graduates in the trade they studied in comparison with kids who took a general academic course in high school then learned their trade on the job.

**ALLEN:** Could be some connection with the unions' apprenticeship programs. They have almost a stranglehold on the new jobs.

**PETERSEN:** Do you think unions discriminate against deaf people?

**ALLEN:** I wouldn't call it discrimination against us. They practice it on everybody in an effort to keep the number of craftsmen down so as to have a better bargaining position. But that's that, and there still are many small shops, where the unions have no control, where the deaf could be trained.

**PETERSEN:** What areas do you think will be most promising for young deaf people in the years ahead?

**ALLEN:** That depends on the person. For example, there are a lot of small engines that need repair, but he has to first be a natural mechanic. In any trade, it's aptitude that counts.

**PETERSEN:** How will these young people determine their basic aptitudes?

**ALLEN:** That is a function of vocational training in high school and in the centers for low achieving deaf people. There are basic tests for that and you have to stick to the results of the tests and not waste the taxpayers' money.

**PETERSEN:** What other action programs are needed?

**ALLEN:** The "little black box" for closed captioning of TV programs rates priority. Also, the Communicative Skills Program could be more effective with intensive cooperation of member state associations in an effort to standardize the sign language and encourage the use of qualified teachers in sign language classes. Too many classes are being set up with teachers who have had minimal training and exposure to sign language as used in the deaf community. Also, there are too many people busy inventing new sign language systems. The NAD could exert stronger leadership in discouraging these unqualified programs.

**PETERSEN:** What has been done at the state association level?

**ALLEN:** A few years ago, the Minnesota Association of the Deaf sent in a resolution but no action ever followed. I think the CSP and the RID should get together and try to do something.

**PETERSEN:** What do you think will happen if the CSP, the RID and the people pushing new sign language systems fail to get together?

**ALLEN:** A hodgepodge of signs. I have heard it said a child needs the new signs to master correct English. But we often have a good sign for something and they invent a new one or a hyphenated sign that may approximate the oral sound of a word but is in no way connected with the actual concept. Also, it is said that when a child grows up, he will revert to or pick up Ameslan. I am not so sure.

**PETERSEN:** Have you had much contact with deaf people who use one of the new systems?

**ALLEN:** It is a bit too early for many graduates to be active in the adult deaf community, but I have seen some and communication was all Greek to me.

**PETERSEN:** This is a fascinating subject, but at long distance rates, maybe we had better get back to the NAD. What about positions? Even if it is a federation of state associations, do you think the NAD should assume leadership on controversial questions such as the extra income tax exemption?

**ALLEN:** Why not? What effects one effects all of us. In other words, we will all be tarred with the same brush. I am referring to national issues only since our bylaws specifically say that the NAD has no control over the internal affairs of member associations.

**PETERSEN:** I was thinking more in terms of individual board members speaking up, voicing their convictions.

**ALLEN:** Well, if the NAD has taken an official position, I don't see how a board member could in good conscience go against that stand in a meeting that is not in his own state. We are a small group and we have to stick together.

**INDIA-PAKISTAN VISIT**—This picture was taken in the office of the All India Federation of the Deaf in New Delhi, India during the Allens' trip to India and Pakistan in 1974. Standing from left: Miss Rane Kuriyan (deaf), special assistant; Miss Uma Gupta (deaf), typist; Mr. Mohan Lal (Dehradun); Mr. D. K. Nandy, Hon. General Secretary (deaf), Mrs. Mahalaxmi Thikku (deaf), typist; Mr. R. L. Aggarwal (deaf), Hon. Treasurer; Mr. P. D. Ahuja (Advocate Supreme Court); Mr. E. C. Johny, steno-typist; Mrs. Mukti Uppal (deaf); Mr. Sooraj Prakash (deaf), supervisor, photography Institute for the Deaf; Mr. Dhuni Chand (deaf) and Mr. G. Uppal (deaf). Sitting from left: Mrs. Vimla Ahuja, Gordon Allen and Mrs. Allen. (Photo by Photography Institute for the Deaf. New Delhi, India.)



The majority rules, though it may not always be right. Even so, I do not recall many times when the majority was wrong.

**PETERSEN:** What if the NAD straddles the fence, as on the extra income tax exemption?

**ALLEN:** The official NAD position is that it will not try to influence state associations one way or the other on this particular proposal.

**PETERSEN:** What is your personal opinion?

**ALLEN:** Well, the blind are coming around to see that such things hurt their image. Recently, there was a move afoot in Minneapolis to grant the blind free rides on the local transit system, and who do you think opposed it and why? It was the blind because they felt it would hurt their image with the general public.

**PETERSEN:** Good for them. I don't see how we can ever

hope for equality when we go around saying we are not equal. Now, while we are on the subject of NAD board members taking stands. What do you think of requiring regular activity reports from all board members for publication in **THE DEAF AMERICAN** so members could see who was doing something and who was "sitting on his fanny."

**ALLEN:** There are two sides to that. It would give good ideas more circulation and would prod board members to be more active; but there will be some who will try to be more active than necessary. By that I mean they will invent needs that do not exist.

**PETERSEN:** A very astute observation. I think that makes a good windup for this interview, so I'll let you go to catch the game. Hope the Vikings win.

**ALLEN:** Frank Turk will murder you for that.

## Bicentennial—Michigan Gets It All Together

By EDIE POSS

Plans, in Michigan, are going along quickly for what is believed to be, so far, the only Deaf Bicentennial celebration in the United States. The big event is scheduled for Memorial Day weekend, May 28-31, 1976, on the campus of the Michigan School for the Deaf in Flint. Not only will the main activities be there, but the school will also provide dormitory space for approximately 150 people and a camping area for recreational vehicles and tents with lavatory facilities available in the dorms.

Twenty-eight Michigan organizations serving the deaf have donated money to "get the ball rolling," and are also responsible for assisting with the various activities during the celebration.

The tentative program includes:

**Friday, May 28**—Registration, dinner, reception, captioned film, fireworks.

**Saturday, May 29**—Pancake breakfast, games for all ages, class reunions, chicken barbecue, arts and crafts exhibitions and judging, historical exhibits, golf tournament, tours of Flint places of interest, dinner-dance.

**Sunday, May 30**—Breakfast, church services, group pictures, picnic, family swim, ball game, awards banquet and entertainment, including distinguished speakers and performers.

**Monday, May 31**—Breakfast, alumni meeting, return home.

Michigan is host **everyone** is invited. Due to limited space on the MSD campus for living accommodations, and limitations for the banquets, advance reservations are required. In Michigan, contact your local deaf organization; anyone else, contact the Michigan Deaf Citizens Bicentennial, Michigan School for the Deaf, Court and Miller Roads, Flint, Miich. 48503, for more information.

HISTORY INSTRUCTOR to teach U.S. survey courses during the 1976-77 academic year. Minimum salary \$12,000. **QUALIFICATIONS:** **Academic**—19th & 20th century U.S. history specialization required, minor in Latin America and experience in teaching the disadvantaged or the deaf desirable. Ph.D. preferred. Should have background to teach world civilization surveys. **Others**—must know or be willing to learn sign language. (Paid orientation program required during the summer preceding teaching — beginning June 14, 1976.)

Mail inquiries & resume to Ausma Smits, Chairperson, Department of History, Gallaudet College, Washington, D. C. 20002. (An Equal Opportunity, Affirmative Action Employer.)

Daughter of Deaf Parents . . .

## Tinker Air Force Base Employee Recognized For Work In Federal Women's Program



**COMMUNICATING WITH DEAF EMPLOYEES AT TINKER AFB**—Violet Thurman provides her sign-language service on a wide scale. Veteran employees talking to Violet are, left to right: Linda J. Yokley, who has six years at Tinker; Carolyn R. Wilson, also with six years; and Norma I. Christian, who has nine years at Tinker.

One of the Air Force's most distinguished awards honors a Tinker Air Force Base employee who has devoted her life to helping others.

The most recent award, the Air Force Distinguished Equal Employment Opportunity (EEO) award, was presented to the energetic Violet E. Thurman, a management analyst, for her work in the Federal Women's Program (FWP).

As the Directorate of Maintenance coordinator for FWP at the Oklahoma City Air Logistics Center, Mrs. Thurman was cited for a successful program in the largest organization at Tinker—all without alienation or adversity.

Mrs. Thurman's service to her fellow employees is but an outgrowth of her interest in guiding and serving others through a lifetime of helping the deaf.

She is an interpreter for the deaf at Tinker and for the Civil Service Commission, and is one of Oklahoma's of-

ficial interpreters for the deaf in a court of law.

Mrs. Thurman assisted in the development and programming of a weekly civic and cultural television show for the deaf. She also serves as an interpreter for a local television news program. She has served with a six-state meeting of vocational and rehabilitation counselors to the deaf.

Certified as an expert examiner by the Civil Service Commission to administer Civil Service examinations to deaf applicants, Mrs. Thurman has been successful in assisting many deaf people obtain jobs through her knowledge as an interpreter. In 1974, she gave a Helper Examination to five deaf men. She said all passed the examination with high marks.

Presently, Tinker Air Force Base, an Air Force Logistics Command base, has three deaf cardpunch operators and the Federal Aviation Agency has five deaf

employees as a result of their taking the Civil Service examinations.

Mrs. Thurman serves as a member of the Oklahoma City Mayor's Committee for Employment of the Handicapped, serving on two subcommittees; the National Registry of Interpreters for the Deaf (NRID); Oklahoma Registry of Interpreters for the Deaf (OKRID); Oklahoma Council for Hearing Impaired and the Oklahoma Association for the Deaf.

She was born of deaf parents, the late Mr. and Mrs. William R. Wood, who were lifelong members of the National Association of the Deaf. Mr. Wood served as president and treasurer of the Oklahoma Association of the Deaf.

With all her work at Tinker Air Force Base, as a management analyst in the Directorate of Maintenance, coordinator for the Federal Women's Program for the directorate, and her many other interests in helping the deaf people, she manages to maintain a happy home life for her husband, Clifford L. Thurman and their two children, Lisa, 19, and Lynn, 16, at 3321 Hickory Stick Road in Oklahoma City.



Violet Thurman, Tinker AFB Award Winner.

## Houston NAD Convention To Offer Four Workshops

Four workshops will be offered at the 33rd Biennial Convention of the National Association of the Deaf, Houston, Texas, July 4-11, 1976:

Dr. Jerome Schein, New York University Deafness & Training Center, and his staff will present a two-day workshop on developing a Model State Plan of social services.

Mr. Art Roehrig, Assistant for Deaf-Blindness, Gallaudet College, will lead a two-day workshop entitled Awareness of Deaf-Blindness by Deaf People. Panelists will be deaf-blind people.

The Texas Association of the Deaf, convention host, has a special Parent-Professional section which will coordi-

nate the Parent Workshop, also scheduled for two days.

The fourth workshop will be SIGN—Sign Instructors Guidance Network, a new organization of teachers of sign language sponsored by the NAD's Communicative Skills Program. Evaluations and business meetings are included.



Frances Parsons instructs the teachers of Cascade and Marabelle Schools for the Deaf in Trinidad.

## Total Communication Invades Trinidad

By HORTENSE AUERBACH and FRANCES PARSONS

**FOREWORD:** Frances "Peggie" Parsons is off again on her world-wide mission to spread the concept of total communication as an educational tool for all deaf children. Peggie took a full year's leave from her job as an instructor in the Tutorial Center at Gallaudet to carry the message to Iran, India, Thailand, Malaysia, Taiwan, Philippines, West Malaysia, China, Australia, Ethiopia and Africa. She is sending her diary to Donna Chitwood of Gallaudet's Public Relations office. Donna will be writing all further articles for THE DEAF AMERICAN about Peggie's travels but Peggie asked that I submit copy on her Trinidad visit of last summer.

Frances "Peggie" Parsons is a remarkable woman as readers of this magazine know by now. She has endured many hardships, inconveniences, unsanitary living conditions, hunger, thirst, pain . . . all in the name of her "mission in life," introducing total communication throughout the world. Peggie believes that all deaf children should have the opportunity to learn by the use of total communication, a method that seems the most natural one for the majority of deaf children. Just before she left for Iran, Peggie gave

me an envelope and said, "Here are my notes on Trinidad. Please write an article for THE DEAF AMERICAN." There wasn't time to argue so . . .

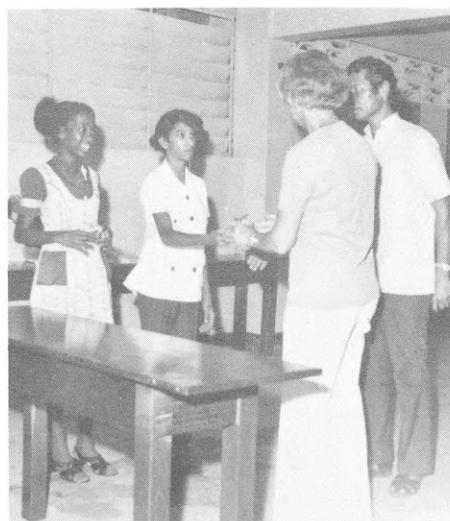
For all you world-travelers, I suggest including Trinidad and Tobago on your next trip. If Peggie's raspodies about those two islands are to be believed, it's a fabulous vacation spot. Trinidad is a picturesque, exotic island which is the most southerly of the West Indies islands. It is only about 10 miles from the peninsula of Venezuela but Trinidians speak English, not Spanish. The tiny island of Tobago lies about 20 miles northeast of Trinidad. Trinidad is the most colorful of all the West Indian islands. There you may see an East Indian woman in a sari, Hindus in traditional dress, Calypso-singing Negroes, Portuguese, Spaniards and Chinese. Although most Trinidians speak English, French, Spanish, Hindu and Chinese are used by the natives. There are many Moslem mosques, Hindu temples and bazaars everywhere. The climate is tropical since Trinidad is so close to the equator but even in the midst of summer there are cooling breezes. Trinidad is 50 miles long and 38 miles wide while her sister island, Tobago, is 26 miles long and 7 miles

wide. Both have the same governor general and are independent members of the British Commonwealth. According to Peggie, there is a 300-foot deep lake in Trinidad, Pitch Lake, on which you can walk without sinking. (That, I've gotta see myself before I believe it!) If you go to Trinidad, you must visit Tobago also since Peggie says it is famous for its reefs and white sand. She recommends the Della Mira Guest House in Scarborough, Tobago, West Indies. The managers, Winnie and Neville Miranda, are wonderful hosts and the island hasn't been spoiled yet by an influx of tourists.

It took Wallace Pedro, principal of the Cascade School for the Deaf, three years, following the convention where he met Dr. Thomas Mayes and heard Miss Buggs' talk about Peggie's work, to use his friendly persuasion to have her invited to Trinidad to introduce total communication.

Although she spent most of her time teaching, addressing educators, appearing on radio and TV, Peggie did have time for some relaxation and her hosts, Mr. and Mrs. Pedro, saw to it that she took advantage of that. She attended an authentic Chinese christening party at which the guests wined, dined and

made merry while the baby, who was the reason for the festivities, slept all through the din. Her hosts took her on long drives around the island and Peggy compared what she saw to her beloved Tahiti. She found the picturesque colonial homes and the gingerbread-gothic plantation houses surrounded by cocoanut trees and fields of sugar cane very like those of Tahiti where she spent most of her childhood. She had a chance to swim in the water off the north coast and enjoy the two lovely beaches there. The western bay has very warm, muddy water discolored by the Venezuelan river and is not suitable for swimming. Oddly enough the north coast borders on the Caribbean Sea while the east coast faces the Atlantic. From her descriptions of the exotic island life, I am anxious to visit it myself and am sure many of you will feel the same way. Maybe some of us could go, have fun, and visit the schools where she "planted the seed of total communication." After teaching most of the day, Peggy and her hosts spent many hours discussing the day's events, their hopes and dreams for the improvement of the education of the deaf and similar topics. One evening Peggy was feeling somewhat depressed and told Mr. Pedro of her misgivings about attempting to spread total communication in certain countries and he countered with: "You plant seeds and sooner or later they will grow. You have left parts of



**Trinidadian girls are presenting Frances Parsons a farewell gift as Mr. Pedro, the principal, looks on. Picture taken at Port-of-Spain, Trinidad, July 1975.**

Frances all over the world." BRAVO, Frances, . . . continue to plant your small seeds on your travels. Your friends at home and abroad are rooting for you!

Peggy hates to "blow her own horn" and wanted me to rewrite the report she prepared this fall for THE DEAF AMERICAN, but I believe readers of the magazine would prefer to read her report in her own words. For that reason, the remainder of this article was written by Peggy herself.—H.A.

## **Report Concerning The Introduction Of Total Communication To The Schools For The Deaf In Trinidad**

By FRANCES

In September 1972, the British Commonwealth Conference on the Education of the Deaf was held in Port of Spain, Trinidad. Dr. Thomas Mayes and Dr. Gilbert Delgado, as representatives from Gallaudet College, attended with Ms. Jan Williams accompanying Dr. Mayes as her interpreter. She impressed those attending the convention by using sign language for Dr. Mayes throughout their entire stay. Dr. Mayes showed the participants books of Signed English and Miss Hazel Bugs, principal of the Red Cross Center School for the Deaf in the Bahamas, gave a lecture concerning my introducing total communication to the Bahamas. Dr. Mayes credited her talk with being both impressive and courageous.

The results of the convention had some influence on Wallace Pedro, principal of the Cascade School for Deaf children in Trinidad, who is a Manchester graduate. Last year, in London, someone suggested that he visit schools that use total communication. Witnessing the accelerated progress of those pupils and their ability to think left a deep impression on him. He had already been exposed to the controversy of the Paget Gorman Sign System-

M. PARSONS

Cued Speech in England and discussed the best sign language possible with Mrs. Behroz Vasha who learned about Seeing Signed English when I was her guest in Bombay in June 1974. Recalling Dr. Mayes' display of the Signed English books helped Mr. Pedro reach a final decision.

Following Mrs. Vasha's recommendation, I sent my resume to Mr. Pedro last October (1974). A considerable wait then ensued while he sought approval from the Trinidad Association in Aid of the Deaf, headed by Mr. Justice Evan Rees, before a formal letter of invitation came, suggesting that I go in July 1975, to introduce total communication in Trinidad and teach Signed English to the teachers of Cascade and Marabella Schools for the Deaf. On July 8, Dr. Michael Allyne, Director of Planning of the Ministry of Education and Culture, opened a seminar on "Total Communication" at the Cascade School in the presence of newspaper and TV reporters.

I had planned to teach only 20 people, or fewer, which is considered more than enough for a one-month crash program. However, the class almost doubled in size with the need to share only 20

books of NAD's ABC Manual Language—which really created havoc!

Mr. Pedro, a true friend of the deaf, was incapable of drawing a line, and against my protest, he admitted six deaf teenagers, emphasizing the importance of 1) their learning sign language prior to the opening of school and 2) letting them infiltrate their own peers so as to alleviate the shock of seeing new signs from the teachers. He also let social workers, housemothers, kitchen aides and a few parents enroll, the last two named on a voluntary basis.

It was a temporary relief to see the class dwindle by the second and third week when some departed on vacation but a few others wanted to enroll in the middle of the program. Mr. Pedro again ignored my protests, saying, "Give them a break! Give them a chance! They will make it!" His faith in them was boundless. It was unbelievable but they all passed and earned my high esteem and deep admiration.

Upon my arrival, the schools closed a week earlier than usual so that the teachers could participate in the sign language classes. The teachers were feeling the effect of fatigue at the end of the school year; however, teachers from Marabella in San Fernando drove 35 miles to attend the class in Cascade. Ordinarily in crash programs in foreign countries the classes average five hours with a half hour or an hour lunch break. However, the class held at the Cascade school was so cooperative that, when they were given occasional five-minute breaks for relaxation, the teachers turned toward each other instead discussing, practicing and helping each other correct their signs. Their concentration, ambition and zeal helped them with their learning. The class progressed so rapidly that the hours were curtailed to a mere three and a half hours a day and the entire course was completed within a month—an incredible feat for such a large class! The exception was the small group of deaf teenagers, who, due to limited learning through pure oralism, had so much to learn. Vocabulary words such as curiosity, control, experience, etc., were not familiar to them and whenever an unfamiliar word came up, teaching of signs stopped while Mr. Pedro and the other teachers explained the meaning of the words while we patiently waited.

I was a month-long guest of Mr. and Mrs. Pedro. They spent many extra hours learning the signs so as to be ahead of the class for two reasons: 1) Mr. Pedro was able to relieve me during the second half of class time and taught during the last hour and 2) in order to take over after my departure. He and others have requested my return in the near future to in-

struct advanced courses like I did in the Bahamas.

Usually all teachers of the deaf expressed a desire to combine Signed English and speech as closely as possible so occasional Amselan (American Sign Language) expressions or idioms, such as "next year" shown in the NAD book, were ruled out. Mr. Pedro was the first one to place himself in the shoes of a deaf person and to "feel" the comfortable way of expressing concepts such as "next year" and gave orders to accept some idiomatic signs. He is indeed a true teacher-friend of the deaf!

By a kind twist of fate an Australian family was in Trinidad. They were moving back to Australia the following month but attended the classes in signs. Mrs. Marryat encouraged her daughter, Narelle, (both are deaf oralists) to attend my class. Her hearing son, Philip Saunders, had already enrolled, expressing a desire to learn sign language to communicate with his deaf sister and to serve as my interpreter when I journey to Australia.

Aside from instructing the teachers and staff of the Cascade and Marabella Schools, there were seminars for parents of deaf children every Wednesday evening. In spite of the summer vacation, attendance was exceptionally good. Enthusiasm extended to TV studios and radio stations and newspaper coverage was great!

On July 26, I conducted a two-hour seminar, arranged by the Tobago Council for the Handicapped, in the Island-Ward of Tobago. The topic of this

public lecture concerned the importance of early education for small deaf children; the need of a special school for the deaf; and the use of total communication. By total communication I mean no single method should be adopted to the exclusion of any other. Instead, a combination of speech, speechreading (oralism), fingerspelling, signing Exact English, reading and writing should be used.

Hazel Ward, the TV hostess-announcer of the daily program in "Mainly for Women" at TTT station, was most cooperative and very interested in the education of the deaf. She performed a masterpiece in planning the half-hour program on total communication and worked very closely with Mr. Pedro and Ms. Kathryn Donaldson, principal of the Marabella School. It was the best program I have ever seen abroad. I requested a copy of the TV reel so that it can be shown in other countries where I plan to go next year. There were two separate tapes, one was filmed, live, at a TV station with Mr. Pedro and Ms. Donaldson discussing total communication with the charming Hazel. The other film is on TV tape and shows me instructing the teachers in a classroom setting. It is most unfortunate that the former, which was the best part of the show, was only on air. Ms. Ward presented a copy of the latter to me and I donated it to the Gallaudet College library.

As a result of all kinds of publicity, many inquiries came from the police, fire department and other public utilities and services about enrolling in the

sign language classes. Overwhelming numbers of social workers who have a keen interest in the welfare of the deaf participated. At a reception, hosted by Mrs. Bladon, a member of the school board and Mrs. Lydia Harper, ex-principal, a steady stream of social workers, doctors and nurses took turns discussing education and problems of the deaf with me. Justice Evan Rees and Mrs. Harper personally accompanied me to meet Governor-General Sir Ellis Clarke at the governor's mansion. The following week His Excellency made a personal appearance at the reception held at the Cascade School.

Mr. Pedro and Mrs. Moislie Clement, one of the best teachers of the deaf in Trinidad, attended the World Federation of the Deaf Congress and both made many contacts with various department heads from Gallaudet College. Mr. Pedro commented, "I feel like a sponge. I have absorbed so much information." Before returning to Trinidad he declared that he would see to it that no deaf child would be deprived of sign language. The latest report from Trinidad states: The teachers attend sign language class during their lunch hour; the deaf children love it and are learning quickly and easily. They emphasize how happy the children are now.

Witnessing the strong rapport and affinity from those interested in participating in the program through classes, radio, TV, meetings in town halls, newspapers and Lion Club in Trinidad and Tobago I feel these people are indeed God's gifts to the deaf children of Trinidad.



**LARGEST CLASS**—This Trinidad class was the largest Frances Parsons has ever conducted. An outstanding success, it included teachers, housemothers, two principals, staff of the schools and deaf teenagers.

## Letters To Be Shared

ROBERT E. COLTRANE  
Representative  
Liberty Life Insurance Company  
205 King Street  
Charleston, South Carolina 29401  
January 22, 1976

Mr. W. H. Woods, Sr.  
3033 39th Ave., N.  
St. Petersburg, Fla. 33710  
Dear Mr. Woods:

I am writing re your letter that was in THE DEAF AMERICAN (November, 1975).

This letter dealt with the matter of automobile insurance rates from Colonial Penn Insurance Company of Philadelphia, Pennsylvania.

There is a indirectly related situation here at Berry Elementary School in North Charleston, South Carolina.

In recent discussions with the Director of Deaf Education of Charleston County, Ms. Marleen Seaborn, it seems she was having problems finding a hearing person that signs to take over the position of bus driver for students and aide.

When asked why she didn't hire a deaf person for the position, she replied, "The state will not issue a school bus driver license to a deaf person."

This upset me dearly. I am a son of two deaf parents and always felt both of my parents were safe drivers.

Do you have any information that would aid me in my battle to end this gross discrimination?

I would appreciate any help you could provide.

Robert E. Coltrane  
Sincerely,

\* \* \*

January 27, 1976

Mr. Robert E. Coltrane  
250 King Street  
Charleston, S. C. 29401  
Dear Mr. Coltrane:

I have your letter requesting information to help you in your battle to end the gross discrimination against the deaf driver.

I can offer you no easy solution. I am still trying my best to have the NAD enter into the automobile business where they can underwrite the deaf driver at lower rates. I have obtained replies from motor vehicle registrars all across the country. Their replies have been the same . . . no statistics on the deaf driver. I am beginning to get replies from the insurance commissioners. They haven't shed any light on the questions I seek.

You may try to have the deaf in South Carolina obtain a chauffeur's license. Some states do allow that. It may enable them to try for the school bus driver's job. But I can promise you the task ahead will be hard. We have had deaf 10-wheeled truck drivers.

Those jobs are more dangerous than the school bus. But the deaf truck drivers had never been in an accident. Yet the insurance companies are still wary of the deaf truck driver.

Sincerely yours,  
W. H. Woods, Sr.

\* \* \*

February 5, 1976

Mr. E. P. Austin, Director  
Motor Vehicle Division,  
P. O. Box 1498,  
Columbia, S. C. 29216

Dear Mr. Austin:

I have a complaint from Robert E. Coltrane of Charleston, S. C., that the state of South Carolina does not issue a driver's permit for a deaf person to drive a school bus of deaf children. Mr. Coltrane is a hearing person and is a son of deaf parents.

Why is it so?

I have records of deaf 10-wheeled truck drivers who have driven trucks for many years without an accident. Truck driving can be considered more dangerous than a bus driven by a deaf man.

Please explain the refusal.

Mr. Coltrane, himself a representative for an insurance company, says the Director of Deaf Education of Charleston County, has been trying to find a person who understands the sign language to fill the post. Mr. Coltrane, rightly so, calls this gross discrimination.

Sincerely yours,  
W. H. Woods, Sr.

\* \* \*

South Carolina

STATE HIGHWAY DEPARTMENT  
Drawer 191  
Columbia, S. C. 29202  
February 18, 1976

Mr. W. H. Woods, Sr.  
3033 39th Avenue, North  
St. Petersburg, Florida 33714

Dear Mr. Woods:

Your letter to Mr. Austin reference the complaint from Mr. Robert E. Coltrane has been referred to this office.

Lieutenant G. E. Bamberg of our Charleston Office has contacted Mr. Coltrane. The person Mr. Coltrane is talking about has a South Carolina drivers license and wishes to obtain a license to drive a State owned school bus. School bus licenses are issued by the South Carolina Education Finance Commission and Mr. Coltrane has been advised to call Mr. Earl Durham, who is in charge of issuing School Bus drivers license.

Yours truly,

H. C. Fennell, Captain  
Chief Driver License Examiner

Feb. 21, 1976

Mr. Robert E. Coltrane  
250 King Street  
Charleston, S. C. 29401  
Dear Mr. Coltrane:

Enclosed is a copy of my letter to E. P. Austin, Director of Motor Vehicle Division, Columbia, S. C., and his reply to me via letters to Lieut. G. E. Bamberg and H. C. Fennel, Captain Chief Driver License Examiner.

It appears it is now open for your father to obtain a School Bus driver's license.

Good luck!

Sincerely yours,  
W. H. Woods, Sr.

### Fowler Sets Long Jump Mark

Renonia Fowler of Tennessee School for the Deaf set a new state (American Deaf and World Deaf) record in the girls long jump with a leap (her only one) of 19 feet 2 1/2 inches in the Tennessee Secondary Schools Athletic Association indoor track and field meet held on March 7, 1976.

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# *It's Not As Simple As Deaf and Hearing*

By JACK L. POWELL, JR., Western Maryland College, and JOSEPH BUSCHMANN, B.S., Gallaudet College

## **Abstract**

The marriage between a deaf person and a hearing person is not normally thought of as a mixed marriage. The purpose of this study is to bring to the attention of its readers some of the aspects of such a marriage. Five aspects are covered: the deaf person's motivation to marry or not to marry a hearing person; the hearing person's motivation to marry or not to marry a deaf person; age and manner of first meeting; effect of educational level and domination of the hearing spouse. Comments and recommendations from those couples participating in the study are also included.

Approximately 95 per cent of all deaf adults who marry, marry deaf partners (Jacobs, 1974). The other five per cent is divided among those deaf who marry hard of hearing partners and those deaf who marry hearing partners. The focus of this study is on those deaf who marry hearing partners.

The marriage between a deaf person and a hearing person is not popularly mentioned as a mixed marriage because the general hearing public is not exposed to deafness very often and, therefore, does not understand the true implications of deafness. A marriage between the deaf and hearing worlds is similar to many other types of mixed marriages.

A marriage between a deaf person and a hearing person is similar to the marriage between a black person and a white person in that, in most cases, one partner finds it difficult to fit in with the social community of the other. One of the primary reasons for this lack of social integration is the difference in culture. However, the black and white difficulty is more closely tied to social sanction whereas the deaf and hearing difficulty is more closely tied to a communication barrier.

A marriage between deaf and hearing persons is most similar to the marriage between two people who speak different languages. For example, with an English-speaking person and a German-speaking person there is often a communication barrier. In addition, there are cultural incompatibilities which make it difficult for each partner to fit in with the other partner's social world.

Curiosity about marriages between deaf and hearing people is certainly not reflected in the amount of research that has been done on this topic. Only one other article (to the authors' knowledge) has been written on this subject (Bechinger, 1974).

In this article, Bechinger examined the different marital situations involving a deaf man and a hearing woman, a deaf woman and a hearing man, and a per-

son who is post linguistically deaf and a hearing person. Her conclusions were that a marriage between a hearing man and a deaf woman should be avoided as a rule, and that any other mode of mixed marriage would take individuals with above average capacities for harmonious cooperation. Her sample size was very limited, and the couples in the study were ones whose married lives had not been the happiest. Possibly this was not a very representative sample. Major aspects of a mixed marriage were not examined, such as, domination of the hearing spouse. All information was presented in the form of case histories, allowing the readers to reach their own conclusions. The authors of this study feel that Bechinger's report did not present a true picture of a mixed marriage. An unbiased picture can only be presented if the sample is representative and if different aspects of the marital relationship are examined separately.

## **Method**

In the present study the sample included 13 mixed couples. Most of the couples had been married for 10 years or longer. Of those 13 couples, four couples had marriages which had resulted in divorce. In nine of the 13 couples, the husband was hearing. Besides the couples, five other persons participated in the study.

In the present study, five individuals who had not had mixed marriages were asked to express their views about it. Four of these persons included two unmarried deaf women, one married deaf woman (married to a deaf man) and one hearing man with deaf parents. The fifth person was the assistant pastor of a church for the deaf who related some of his thoughts and experiences regarding his counseling of mixed couples.

All information was accumulated by the interview technique. The information collected can be grouped into five categories relating to various aspects of mixed marriage. The information expressed by these individuals in the first category pertains to some of the reasons and circumstances explaining why a deaf person would or would not want to marry a hearing person.

## **Pros and Cons: The Deaf Side**

**Pros:** By marrying a hearing person, the deaf person enters a new world of

### **About the Authors**

Jack L. Powell, Jr., is an undergraduate majoring in psychology at Western Maryland College.

Joseph Buschmann is formerly a teacher at St. Rita School for the Deaf in Cincinnati, Ohio, and is currently doing graduate study in the field of Deaf Education at Western Maryland College.

experience that would not have been available if that person had married another deaf person. Many new doors are opened. A mixed marriage is, in some ways, convenient for the deaf member. Simply getting along in the world is made easier. With the hearing spouse acting as an interpreter, the deaf person can live more easily in a hearing environment. In the words of one deaf wife, "The deaf person can go where they never could have before." Marrying a hearing person symbolized status for many deaf. A mixed marriage provides a great opportunity for the deaf person to learn and understand more about hearing people. One hearing husband states, "The deaf person sees marrying a hearing person as a regaining of what they have lost." The hearing spouse becomes the "ears" of the deaf mate.

For these reasons, according to the results of this study, (In nine out of the 13 couples, the husband was hearing), mixed marriages occur more often between a deaf female and a hearing male. This could be because it is more socially acceptable for the female to be dependent on the male than vice versa. However, the belief that a deaf woman would prefer a hearing man just because he is hearing deserves questioning.

According to Bechinger (1974) there is not a deaf woman anywhere who wouldn't marry a hearing man, as if universally, deaf women prefer hearing men because they are hearing. The three deaf women mentioned earlier, who had not had a mixed marriage, were questioned about this. The answers of these three women were directly opposed to Bechinger's statement. They answered that it wouldn't matter whether he was hearing or not and that it would depend on the man's attitude toward deafness and his acceptance of the deafness as a part of them. The man would have to accept them as they are. None of the women preferred a hearing man just because he was hearing. This indicates that some deaf people are looking for more in a spouse than merely their hearing and what advantages it might mean for them. It shows that some deaf people appraise the attributes of their future partner for life in a "normal" fashion. But in appraising a mixed marriage, the deaf person must also examine the disadvantages.

**Cons:** Even with the hearing partner acting as an interpreter, the deaf person never really feels socially comfortable in the company of other hearing people. In all but one of the couples sampled, it was indicated that the deaf partner felt left out around hearing people. This was true even when the hearing spouse accompanied them and effectively in-

terpreted. Among those couples interviewed, there were several reactions to this difficulty.

In most cases the deaf partners never really become accepted members of their spouses' hearing world. Each couple in his study reacted to this "left-out" feeling in one of four ways. One reaction was for partners to become completely independent of each other socially, mixing only with their own group. Another reaction was to socialize almost exclusively with the deaf community and virtually eliminate socializing with the hearing community. A third reaction was for partners to lead a normal social life and socialize with the groups of both spouses equally and frequently. The fourth reaction was to keep all social life to a minimum. All of these reactions, except for the third, can place a strain on the relationship of the mixed marriage. The reactions of the couples in this study were equally distributed among the first three adjustments. Only one couple acknowledged that they reacted by limiting their social life.

### Pros and Cons: The Hearing Side

**Pros:** There are many reasons why a hearing person would want a mixed marriage. A hearing person with a dominant personality would be more likely to marry a person who is in a dependent position in order to assure superiority. It would seem that the hearing person who desires to be depended on or to help someone is the type of individual who would most desire a deaf spouse.

Hearing people have a strong tendency to look at the deaf world and the language of signs as something new and exciting. To most hearing people deafness and all of its implications is a thrilling experiment of nature. Desiring to be a part of this new world, a hearing person could possibly be attracted to marrying one of its members.

A hearing husband raised the point that marrying a deaf person can be very helpful if one is working in the field of deafness. Being as close to a deaf person as husband or wife gives an understanding of deafness at a much deeper level. This extra understanding is an invaluable tool when one is attempting, in a professional capacity, to meet the needs of deaf people.

Some hearing people have backgrounds which are more conducive to mixed marriage than others. If a hearing person has deaf parents, his or her situation is more conducive to mixed marriage than would normally be the case. The hearing person raised in a deaf environment has the opportunity to develop a better understanding of the other side. Also, in mixed marriages where the hearing spouse has had this experience, many of the problems are reduced. But, there are also reasons why a hearing person would not want to marry a deaf person.

**Cons:** The primary disadvantage to hearing persons in a mixed marriage

is the disproportionate amount of responsibility that is placed on them. Including the deaf partner in every conversation through interpreting is no easy job. Interpreting is work and pressure.

Many mixed couples find that their social life is exclusively with the deaf community or with those hearing who know sign language. One hearing husband commented, "Being an interpreter in a social situation almost completely erases the interpreter's social participation." Another husband said, "The hearing partner must be willing to go more than 50 per cent in social life." Even the deaf spouses said that the hearing partner gets the worst bargain in social situations. However, few of the hearing partners said that they felt left out among deaf people. Most were very much accepted as members of the deaf community.

Because of the restricted social life and great dependence on one by one's mate, the hearing partner, in many cases, feels resentment. This resentment is sometimes manifested by the hearing partner becoming more independent socially. Unfortunately, the deaf partner is often unwilling to allow the hearing partner this social independence. All of this can place great strain on the marriage. The man with deaf parents mentioned earlier, commented on the possible psychological implications of the strain.

Speaking from his experiences with his deaf parents, this man believes that the resentment which hearing partners feel toward their deaf spouses also creates guilt for having such feelings about their partners. By constantly repressing this resentment, it can build up and then be released in hostility. This release then causes even greater resentment on the part of both, sometimes resulting in divorce or separation. As an example he used the resentment of hearing children for their deaf parents in Joanne Greenberg's famous book, *In This Sign*.

Other, more domestic disadvantages were cited. Not being able to use the telephone was noted by many. Difficulty in viewing non-captioned movies and normal television was also mentioned as was communication at night and difficulty in raising children.

### How They Met and Age of First Meeting

The members of the couples in this study met their mates in a variety of ways. The two most prominent ways of meeting were through deafness in their families or through some function at Gallaudet College. Other ways of meeting were through church functions, clubs for the deaf, other schools for the deaf, in a foreign country and even while doing the laundry in a boarding house.

For most couples in this study, the two

spouses are the same age. The average age of the deaf spouses at first meeting was 21 years. The average age of the hearing spouses at first meeting was also 21 years.

### Effects of the Level of Education

One of the interviews in this study was done with the assistant pastor of a church for the deaf. From his counseling experiences with mixed couples, he was able to contribute some information about the effects of educational level on mixed marriages. According to his experiences, the level of education has no effect on which problems the couple might face in their marriage. With a higher level of education, the couple might have more tools to work with in solving their problems, possibly eliminating the need for counseling. But even the well educated have to work at it. Education may be important in a communicative sense but it is only a small part of the picture. The assistant pastor also said that education was not an equalizer and that it really didn't matter who was more educated. He did not mention whether there were any marriage patterns based on education.

According to the results of the study, three marriage patterns based on education can be seen. First, mixed marriage tends to involve those of like educational levels. Second, if there is a mixed marriage between those of unlike educational levels, the deaf female is most often the one with the higher education. Lastly, mixed marriages tend not to involve those with unequal levels of education where the hearing person has the higher education. The deaf person does marry "down" but most hearing persons do not.

### Dominance of the Hearing Spouse

It is the popular belief that the hearing member of a mixed marriage dominates the relationship. This is assumed to be true by many because of the invaluable interpreter role that the hearing person plays. The hearing person is sometimes seen as the "giver of new life" to a deaf person in a mixed marriage. For this reason it is taken for granted that the hearing person is the leader in the relationship.

Whether the hearing member dominates or not depends on the individual one asks. To a deaf female the hearing member is dominant. This could be because the deaf female is on the receiving end of both male domination which is highly accepted in our culture and hearing domination which comes as the result of her being dependent on her hearing spouse for interpreting. She may be in the best and most sensitive position for feeling any type of domination especially considering the double dose she gets.

To a deaf or a hearing male the hearing member is not dominant. Perhaps the deaf male does not want to allow a female to dominate him even if he must depend on her to interpret for him. He may not wish to admit that his masculine superiority is challenged or compromised. For the hearing male this could be because he does not want it to appear like he married a deaf woman just to assure his dominance in a marriage. Therefore, he may want it to seem like a give-and-take relationship of equal responsibility.

### Views on Mixed Marriage

Most deaf people who do not have a mixed marriage do not find marriage to a hearing person a very attractive choice. The basis for this view is the statistically unsubstantiated assumption that there is a high divorce rate for mixed couples. The majority of couples in this study said that they had received negative feedback about their marriage from deaf people. Most couples said that they had never had any negative feedback from hearing people. This could be because the implications of deafness are not understood by most hearing people, and also because most hearing people are not as aware of deaf people as deaf people are aware of hearing people.

Most of the comments and opinions from the couples in the study about the feasibility of mixed marriage were positive. Only the comments of two deaf wives were negative. One of them was divorced, and she recommended that

deaf people not marry hearing people. The other had been married for 20 years and she said that she would never do it again under any circumstances. Except for these, all comments were favorable.

Several recommendations regarding the characteristics of a successful mixed marriage were also made. Most every couple could not stress enough the importance of communication in a mixed marriage. Every couple emphasized the point that the hearing member must learn the sign language. In very few of the couples interviewed did the hearing member know the sign language when they first met. However, even with sign language as a means of communication there is still misunderstanding. But, imagine how much greater that misunderstanding would be if they had no common language at all.

Many couples said that a mixed marriage is like any other kind of marriage. It must involve give-and-take. There must be sharing and flexibility in the relationship. The couple shouldn't consider everything difficult. Some said that the deaf member should be more independent of the hearing member. One woman suggested that the couple know each other for a long time before they get married. Most believed that the hearing person should have a good understanding of deafness in order for the marriage to be successful. The most consistent and perhaps most important recommendation of all was that they both should love each other.

### Conclusions

The success of a mixed marriage depends on the personalities of the two individuals as much as the different environments and cultures from which they have come. In many ways this type of marriage is similar to any other type of marriage, and in many ways it is different. It is hoped that some of these similarities and differences have been revealed in this study. Since the alleged mass failure of mixed marriages has not been proven, it is difficult to advise against it.

### Recommendations

Many more studies of mixed marriages should be conducted with a special emphasis on the problem areas, for example, the raising of children. The information gathered from these studies should be channeled into the education in school for deaf youth. Parents of deaf children and professionals working with them should also have this information.

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## Checkmate

By EMIL LADNER

After an absence of several years we have decided to resume "Checkmate"—this column on deaf chess nuts. Because we are now retired we have the time to devote to mundane things of life such as golf, bridge, acrobatics and even chess. The real important things such as work, raising a family and other responsibilities lie in the past.

The spectacular career of Bobby Fischer (Where is he now?) had revived a great interest in chess and had fostered a great number of chess books, addicts, fans and reams of publicity. His famous match for the world championship with Boris Spassky—not to mention the psychological match—caught the imagination of the public through the newspapers, magazines, radio and television.

However, chess among the American deaf did not match the general enthusiasm. We hope to do something to promote interest through this column and in other ways.

Juan F. Font, the maestro of Long Island, has agreed to collaborate with

us on a modest volume on deaf chess players so that their records will not be lost to posterity. It will be a long and costly task to compile material, play over the games and make annotations, secure pictures and life sketches, etc. Only a limited number of copies will be printed.

In Europe the game of chess is a tradition even with the deaf. There it is called "silent chess" and the organization "International Committee of Silent Chess" (ICSC) was established in Copenhagen in 1949 to promote chess among the deaf of all nations. It conducts a world silent chess individual championship every two years and a team championship every other two years.

The next tournament is scheduled for Bilbao, Spain, August 3-15, 1976, and will be for the individual championship.

As far as we know the United States has never entered a team nor a single player in any of these ICSC tournaments. Surely it is time for the U.S. to participate to show that we are not a backward nation. After all our American athletes now participate in the World Games and the Pan American

Games of the Deaf and have done well.

In order to send a player to the ICSC tournament it will be necessary for the National Association of the Deaf to sponsor him or her through official channels. It would be a simple and inexpensive matter to set up a Committee on Silent Chess to take care of arrangements. This should be done right away so by the time the NAD has its 1976 convention in Houston there will be official recognition by the ICSC. We have sent a request to President Jess Smith for the formation of this committee.

By next month we hope to report progress.

Did you hear about the deaf chess player who taught his pet rock to play chess? It stares stonily at the chess board and has yet to make the first move. Deep thinker?

### Future NAD Conventions

1976—Houston, Texas  
1978—Rochester, N. Y.  
1980—Cincinnati, Ohio



# Humor

## AMONG THE DEAF

By TOIVO LINDHOLM  
4816 Beatty Drive  
Riverside, Ca. 92506

Louise Erickson, Riverside, saw this item in The Parade:

Three nuns are about to enter the gates of Heaven. St. Peter says: "Sisters, whoever among you hasn't been all that truthful on earth, take a step forward." Two of them take a step forward. St. Peter says: "Sisters, for your faith and honesty you may enter the gates." And, as the two nuns were walking through, one says to the other: "Gee, I wonder what they're going to do with the deaf one."

\* \* \*

### HEAR THIS: STUDY TIES DEAFNESS TO SMOKING

Berrien Springs, Mich. — Heavy smokers are not only flirting with lung cancer, emphysema, wrinkles and yellow teeth, but they may be jeopardizing their hearing as well, according to a recent study.

Andrews University audiologist Stephen Prescod, reporting on clinical research into the effects of cigaret smoking on the middle ear, says there is a definite link between heavy smoking and loss of hearing.

"Smoking can affect one's hearing in much the same way that aging does," Prescod said in a report released by the university. Those smoking 20 or more cigarettes a day can expect enough loss in sensitivity to both high and low frequencies to impair understanding of normal speech."

He said "s" and "p" sounds are high frequency sounds that can be affected by smoking. "Prolonged and heavy smoking, then, might hinder ones ability to differentiate between the words 'Miss,' 'Mrs.' or 'Ms.,'" Prescod said.

Heavy smokers also stand a poorer chance of undergoing successfully surgical operations on the eardrums than do non-smokers, he said.

(Then quips Ed Carney who sent us the above article:

"Fred Schreiber stopped smoking—but he is still deaf. Do you think it's because he didn't stop soon enough?")

\* \* \*

This is from Shirley Glassman, Philadelphia, Penna.:

I am a sign language instructor and in one of my sign language classes, I "signed" the following true story:

My son, a preveterinarian medical student, volunteers two days a week as an assistant to a veterinarian, whose special-

ty is in making "house calls" to sick farm animals.

One day, they responded to an emergency call to "help" a cow who had been in labor for over a day. While assisting in the forced delivery, my son's ring slipped off his finger and got lodged somewhere inside the cow. Further exploratory examination failed to retrieve the ring.

First Student replied in signs: "Your son should bill the farmer for his lost ring."

Second Student: "From now on, let's be careful when we bite into our meat."

Third Student came up with this brilliant response: "Now the cow has an IUD!"

\* \* \*

This is another of my favorite jokes I use for my students in the beginner's class:

Traffic policeman stops a lady who ran a red light with 10 kids in her station wagon. "Don't you know when to stop?" Oh! They're not all mine," she said.

\* \* \*

Our newspaper made a "slip" one day when, instead of the words, "Captioned News" for its TV listings, it printed, "Captured News."

\* \* \*

TV, I HEAR YOU!  
My doctor says I'm growing deaf,  
He checked me, ear to ear.  
And yet, no strain at all, TV.  
Commercials are quite clear.  
In fact, and I am proud of this,  
And smugly smile, not frown,  
I sometimes have to leave my chair  
And turn the volume down.  
Commercials are the best things made.  
To prove I need no hearing aid.

\* \* \*

This tale was passed by Sheri to her father, Ed Holonya, and passed on to the conductor of this column:

An inquisitive little boy at a table in a restaurant was watching a group of deaf people at another table nearby, who were talking with their hands. He asked his mother, "Can they hear?" "Mama, can they talk?" "Yes, with their hands." "Mama, can they laugh?"

\* \* \*

(Harry Belsky, instead of in a bunch of stories, sent me this one singly.

I dunno why but as long as it's a funny one, why bother. Oops! Not funny say you!? I'm sorry!)

The rest of the copy in this column is from Harry Belsky's collection.  
\* \* \*

Recently in Dunn & Scripto's "Hazy History—They'll do it everytime—" gesturing was a "Telling Gesture Dept." showing a man gesturing with his hands. Asked who's he, one character replied, "He always talks with his hands—he's a football referee."

\* \* \*

Lou Bruner, who just got out of the hospital following major surgery on his right hand for a crushed nerve at the wrist, says: "I used to be trilingual, but now I've been demoted, having only one good hand, I can only speak and to talk on one hand now, so I'm just bilingual."

\* \* \*

### HIS DEAFNESS SAVED HIM

"Who has volume 28?" shouted Deputy Register L. Welch as he rushed into the main room of the registration department.

There was no response and the 30 clerks went on with their work.

"I want Volume 28?" he announced in a louder tone.

Still there was no answer.

"Who's got volume 28?" he yelled. "I want it and I am in a hurry." The Clerks worked away in silence.

"Some man has got Volume 28 and when I find it, I'll fire him."

And Larry commenced a personal inspection of each volume.

Finally, he came to Volume 28—but the clerk who had it, was not discharged. He is a deaf mute.—S. F. Post—DMJ, 1896.

\* \* \*

### AN AURICULAR DIFFICULTY

"Had we not better turn up the gas a bit?" inquired the deaf and dumb fellow of his girl. "It is getting so dark I can hear you."—Judge—DMJ, 1896.

\* \* \*

A group came into Las Vegas from Chicago. One of the men on that trip won \$100,000. Now he didn't want anyone to know about this so he decided not to return with the others, but took a late plane. He got home at 3 a.m. went into the backyard of his house, dug a hole and planted the money in it. The following morning he walked outside and saw—there was nothing but an empty hole. Then he noticed there were footprints leading to the house next door, which was owned by a deaf-mute. On the same street lived a professor who knew sign language and was a friend of the deaf man's. So this fellow got a pistol from his house, rousted out the professor and the deaf-mute and said to the professor. "You tell this guy that if he doesn't give me my \$100,000 back, I'm going to kill him." The professor conveyed the message to his friend, and his friend replied in sign language: "I hid it in your backyard under your cherry tree." The professor then turned to the enraged fellow and said: "He's not going to tell you, you'd better kill him!"

# The Deaf Around The World: Thailand Tried and True

By CARL A. ARGILA, De La Salle College, Manila, Philippines

Before I visited the Dusit School for the Deaf in Bangkok I had seen a number of "oral" schools in neighboring countries. I must admit that my spirits were kind of low—seeing all those little deaf kids with long faces, fear in their eyes and their struggle in the classroom to put on a good show for "our visitor from the Philippines." I knew that the situation would be different in Thailand—but I guess I just wasn't prepared for my first few moments at the school.

I had a lot of trouble finding the school in the first place. It is located at Number 137 Rama V Street. No problem finding Rama V Street; it's one of the main thoroughfares in Bangkok (running by the palace of Thailand's American-educated king). The problem was finding Number 137! Seems like the numbers don't quite run consecutively—137 and 138 are miles away! To make matters more interesting, I got rained on (it was monsoon season) and in desperation I took shelter in a taxi whose driver insisted that the school for the deaf was located crosstown! (I threatened to jump out of the cab several times before he would even slow down and let me out!). I finally found the school in an area of town where there were no street numbers.

With some intrepidity I walked across a wooden bridge, spanning a canal (Bangkok is known as "the Venice of Asia") and leading into the school compound. It was then that it happened.

I found myself in the midst of a group of deaf children. You couldn't really tell that they were deaf—they were playing, looking over each other's homework, just being kids—only they were signing with each other.

A couple of the older boys spotted me, ran over and started to talk to me in pretty good AMESLAN! I guess it was obvious that I was a visitor—but how they knew I could understand AMESLAN was a mystery (Perhaps they thought I was deaf—my friend Ed Bloom always tells me I "look" deaf.) We chatted for a while—the noonday Thai sun dried me out, they pointed me in the direction of the principal's office and we parted. Somehow seeing the principal would be anti-climatic, the students themselves, in unspoken ways, had told me so much more about the school than the principal ever could.

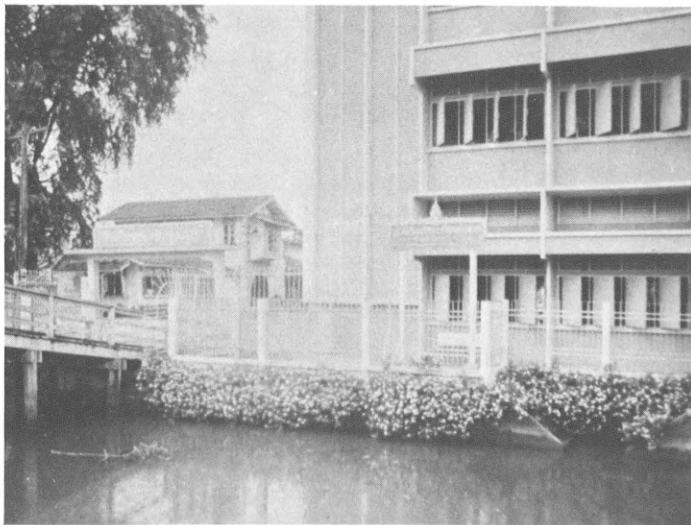
The contrast between these kids and those I'd seen in neighboring countries was just so stark. You don't see fancy electronic equipment at this school—in fact, you can't even call the Dusit school a "total communication" school since there is virtually no emphasis on oralism. But the faces of those children—they sparkle!

In last month's "Deaf Around the World" article we said something about "colonialism" and western influence on our educational programs. Though Thailand has had a minimum of western influence, thanks to the "closed door" policy of previous monarchs, the "spark-

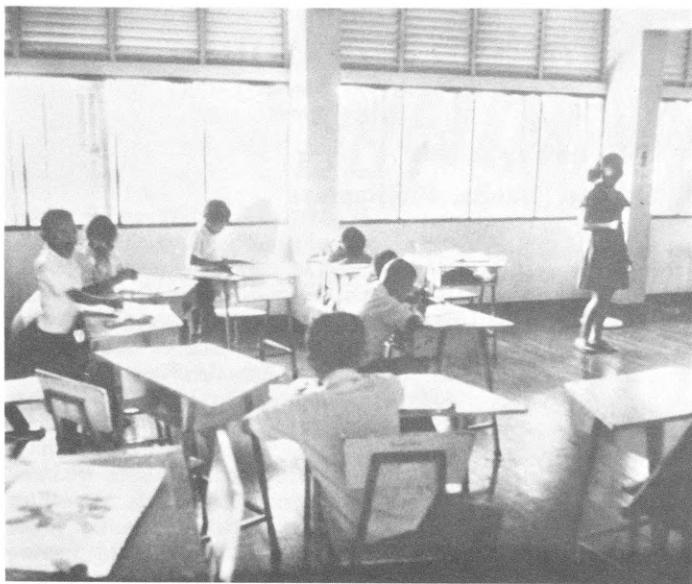
ling faces" of the Thai deaf children can be attributed in part to one westerner—Gallaudet's beloved former Dean of Women, Elizabeth Benson. A number of years ago the Supervisor of Schools for the Deaf, Mrs. Kamala Krairiksh, was studying under scholarship at Gallaudet College. With Dr. Benson's help they worked out a system of fingerspelling to represent the Thai alphabet's 44 consonants and 7 forms of vowels. Because Thai is a tonal language, one lip position might have many different meanings depending on the tone or pitch of the voice. This precludes a pure oral approach to education—a fact which, no doubt, has something to do with those "sparkling faces."

In the cluttered and cozy book-lined office shared by the Dusit School principal, Mrs. Sathaporn Suvannus, and her administrative staff, she told me something of the start of education for the deaf in Thailand. It was only in 1951 that the first education for the deaf in Thailand was started—a one-room school in the Wat Somanat (Somanat Temple). By 1953, the school was able to locate a donated piece of land and moved to its present site on Rama V street with 43 pupils and 7 teachers. Today the Dusit School for the Deaf has an enrollment of about 350 students and 30 teachers and even boards some students.

By 1961, the need was felt to open a second school in Bangkok. The Tung Maha Mek School for the Deaf (The Great Cloud School for the Deaf!) was



Left: Bangkok is known as the "Venice of Asia"—as can be seen in this photo. The Dusit School for the Deaf is located on the banks of Bangkok's canals. Students might take either a boat or a bus to school. Right: The main classroom building at the Dusit School for the Deaf houses classes from grade one to what we call high school.



Left: Spacious, modern and well equipped classrooms are probably one of the reasons why Thai deaf are the best educated in all of Southeast Asia. Right: Vocational education is a part of the curriculum at the Dusit School for the Deaf.

opened in southeast Bangkok with nearly 300 children.

What was most significant to me was the awareness of the Thai Ministry of Education that there was a need for provincial schools for the deaf—not just in the population centers of the country. In 1968 the government opened its Khon Kaen School for the Deaf in the northern part of the country and in 1970 its Tak School for the Deaf in the southern part of the country. This awareness stems I think from the government's concept of and policy regarding "special education." Special education in Thailand encompasses not only what we normally think of as special education (education of the blind, deaf, crippled, etc.) but also education of the chronically ill, leprosy children and children of lepers, children of hill tribes and boatmen's children. In other words, special education in Thailand is just that—education which is out of the ordinary, i.e., special. I was particularly impressed with their programs for minority group education. Children who live in the hill tribes (20% of Thailand area) are not culturally, socially, or economically in the mainstream of the country. They are provided with special education. Children of the nomadic boatmen are also so provided. It is only now that western educators are expanding their "special education" in directions which the Thai have long ago followed!

As Mrs. Suvannus showed me around the school, I could see that special education in Thailand had "paid off"—it was an investment which had begun to bring in returns. Mrs. Suvannus explained to me that most of their school leavers were able to pass government examinations and to find employment.



These students learn typing both on the Thai keyboard and the Roman alphabet keyboard.

And that's the kind of "pay off" I think any government would want to see for its special education programs—school leavers who would become workers for economic development of the country, not drains on the economy of the country.

The Dusit School also has a number of deaf faculty members! In our part of the world it is rare, except in such cosmopolitan areas such as Hong Kong or Singapore, to find deaf teachers. This to me was the greatest testimony to the success of the Thai program.

Deaf teachers sparkling faces, deaf who work—instead of loafing! The Thai way of doing things has proved itself "tried and true."

Next month we travel to Thailand's western neighbor, Burma, a country

racked by political and social unrest—a Marxist country in the midst of fledgling democracies. What's it like for the deaf?

Next month "The Deaf Around The World: Burma—The Challenge of Adversity."

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# *An Examination Of The Difficulties Encountered By The Black Deaf*

By ANTHONY STEPHEN LOMBARDO

## **Introduction**

The problems of the black deaf, due to their unique status as a minority within a minority, results in a bleak picture of a multi-disadvantaged group characterized by poverty, social isolation, gross lack of communication skills, unemployment and undereducation. (Anderson and Bowe, 1972; Bowe, 1971; Bowe, 1972; Smith, 1972; Whiting, 1975). It is my intention to explore these characteristics in the following presentation in hopes of shedding some light on the dynamics operating in the lives of the black deaf that produce such a sad state of affairs.

## **Education**

Schein and Delk's research tends to confirm the undereducation of the non-white deaf community (although other racial minorities are included under the rubric "nonwhite" most of the sample consists of the black deaf). For example the nonwhite deaf males have the lowest median grade completed in school (10.1). Only 17 percent reported completing high school, with 60 percent below the 12th grade and 38.6 percent with less than a ninth grade education. It is interesting to note however that nearly 23 percent completed one or more years of college while white males had only 12.6 percent who finished one or more years of college. Also nonwhite females had the largest proportion that finished high school and their median grade of 11.4 was the highest for both white and non-white males and females. It is pointed out that these peculiarities are probably the result of sampling bias and it is likely that the national nonwhite deaf sample contains a disproportionate number of better educated deaf persons (Schein and Delk, 1974). In the non-white deaf community of metropolitan Washington, D.C. only 9 percent of the males and 5 percent of the females had any education at the college level while for the white deaf male and female it was 41 and 34 percent respectively (Schein, 1968). In Smith's examination of the "hard core Negro deaf adult" in the Watts area of Los Angeles two-thirds of his sample never completed the twelfth grade of which two did not go past the ninth grade and one had never attended school at all and could not read or write (Smith, 1972).

This lack of education may be attributed to various factors operating within American society. For example educational institutions are dominated

and controlled by the majority group power structure which is white and hearing. As a result few educators and administrators are chosen from the minority group but come from the "outside." Consequently there is little understanding of the special problems associated with the life circumstances of their pupils.

This can be damaging to the student's sense of self-worth because frequently there are low expectations or a "Lady Bountiful" milieu. This in turn reinforces an already poor self-image. This poor self-image results from an internalization of the values imposed on them by the majority and leads to an unhealthy denial of self. For example the attitude that it is wrong to be black or deaf and is necessarily inferior (Vernon and Makowski, 1969). Then too in schools for the deaf there is little mention of black history or the contributions of black Americans to society. Such events as race riots, black student demands or "Black Power" are discussed from the white point of view, if discussed at all, and textbooks are slanted toward a view of white supremacy. Consequently the black student learns about himself or his people and what he does learn is presented from a white perspective (Anderson and Bowe, 1972). Barnes points out that it "... seems clear that the definition of what is 'good' and 'desirable' and what is 'bad' and 'undesirable' for a society is primarily in terms of the interests of those who hold the power in the society." And that "... a stigmatized status cannot provide a basis for development of a positive self-concept" (Barnes, 1972). Also, investigators have demonstrated that the lower the level of self-esteem the lower the level of achievement (Poussaint and Atkinson, 1972).

Another factor to consider is the plight of the black parents. They are often uneducated, harried by white oppression and burdened with the responsibility of survival and support for themselves and their families. Consequently they have little time or energy to devote to the educational and personal development of their children. Therefore, the black deaf child is often ill-prepared for the demands of formal schooling. Never having benefited from the advantages of preschool education or home encouragement they enter school possessing virtually no speech or language (Anderson and Bowe, 1972).

## **Communication**

Perhaps the most serious and debilitating consequence of undereducation and deafness is the gross lack of communication skills possessed by many of the black deaf population. In Schein and Delk's study the nonwhite sample saw the need for communication training more frequently than the white sample. "Nearly 6 out of 10 nonwhite males and more than 5 out of 10 non-white females said they would like some form of instruction in communication." It is also noted that some black deaf persons are "so barren of language" that they do not even know their own names and may be able to communicate only with family members through the use of "home signs," i.e., gestures known only to family members (Schein and Delk, 1974).

In Smith's study of the black deaf in Watts, the majority of the sample needed help in filling out the questionnaire. Also "... signs had to be slower, words carefully chosen and the sentence structure geared to the educational level and background of the clients." Smith also noted that their "signs" were very often only gestures whose meanings had to be "figured out" (Smith, 1972). In the conduction of Whiting's study in the Milwaukee area many of the black deaf contacted could not understand what was being asked on the questionnaires (Whiting, 1975).

A serious consequence of the lack of communication ability is extreme social isolation. Smith discovered that none of his sample knew one another even though they lived within a few blocks of each other. And with the exception of their families there is little interaction with the hearing community. Consequently they are bypassed by the social advances attained by the black community as a whole. "Lacking communication skill, awareness of what is taking place around them, and the significance of these events, the hardcore deaf Black person remains even further outside the mainstream of everyday life" (Smith, 1972).

The undereducated black deaf are snubbed and rejected by the white deaf community as well as by the more fortunate black deaf. They are often excluded from participation in deaf clubs and this in turn compounds their isolation because they frequently do not learn of educational, vocational or social opportunities existing in their area (Anderson and Bowe, 1972; Bowe, 1972).

This social isolation and invisibility makes it quite difficult to locate the black deaf at all. Consequently they are often missed by agencies designed to assist the disadvantaged with the result that desperately needed services are never obtained (Bowe, 1972; Schein and Delk, 1974; Smith, 1972; Whiting, 1975).

#### **Occupational and Economic Status**

Given the problems of the black deaf in regard to under-education and the lack of communication ability it is not surprising that their occupational and economic status would also be depressed. The results of Schein's study in the metropolitan Washington, D.C., area reveal the following: The unemployment rate for nonwhite deaf men is 16.9 percent as compared to 4.3 percent for white deaf males; nonwhite deaf females have an unemployment rate of 41.2 percent as compared to 7.4 percent for white deaf females. The differences in earnings also show this white-nonwhite gap:

The median income for nonwhite deaf males is \$2,611 as compared with \$6,473 for white deaf males; nonwhite deaf females have a median income of \$990 while that for white deaf females is \$3,542 (Schein, 1968).

In the more recent study of Schein and Delk the figures show nonwhite deaf males have an unemployment rate nearly five times that of white deaf males and nonwhite deaf females have nearly double the rate of unemployment than white deaf females. Also, almost 40 percent of nonwhite deaf males and nearly 50 percent of nonwhite deaf females earned less than \$3,000 in 1971 (Schein and Delk, 1974). The black deaf who are employed are generally in the unskilled or semiskilled category.

Whiting's research in the Milwaukee area reveals that out of 31 respondents who were employed only one was classified as being in a skilled position (Whit-

ing, 1975). Another factor to be considered is the problem of employer prejudice toward the disabled. In one study the finds supported the view that "disabled applicants are rejected more strongly than nondisabled applicants." In this study the deaf applicant was rated as worse than the tubercular or wheel chair bound applicant but better than an epileptic, ex-convict, or exmental patient (Rickard, Triandis and Patterson, 1963). But since the black deaf have the added "handicap" of race their problems become intensified. For it is no secret that prejudicial attitudes exist toward the black person in general when seeking employment and that this situation has existed in America for generations.

It should also be noted that the prognosis is not good for future black deaf employment in view of the attitudinal, communicative and technical preparation needed for a deaf person to be competitive in the American labor market of tomorrow (Frisina, 1973; Lowell, 1971; Sanderson, 1973; Vernon and Snyder, 1972).

#### **Black Deaf Adolescents In Baltimore City**

In order to get a better understanding of the problems encountered by the black deaf I was given the opportunity to delve into the records of black deaf Baltimore City adolescents. Most are enrolled in the special education classes of the Baltimore City Public School System and are referred for vocational rehabilitation to the Educational Unit of the Maryland State Department of Education located in Baltimore. (Several are no longer in school but are still being served by this agency.) It is from the Educational Unit that I obtained the data herewith presented. As will become apparent the data supports the view of the black deaf as a multidisadvantaged group.

Data was gathered on 28 youths which represents the bulk of the caseload of the Educational Unit serving black deaf adolescents. There are 15 males and 13 females represented. The age range of the males is from 16-22, the median being 19 and the mean 18. The females ranged in age from 17-24, the median being 19 and the mean 19.

TABLE I.  
EDUCATIONAL ATTAINMENT

	Grade Level	Range	Median	Mean
Male		1-3	2	2
Female		2-5	3	3

TABLE II. I.Q.

	Range	Median	Mean
Male	59-117	89	88.3
Female	61-105	86	86.1

As can be seen there is a gross discrepancy between educational attainment, age and I.Q. levels. There are several factors at work that may help to explain this. For example, many

of these students start school late some being as old as 8 or 9 years of age. So consequently they suffer educational deprivation. Then too "total communication" was not adopted by the Baltimore City School System until 1971 before which time the "oral" method was the technique employed. Therefore these students, whose communication abilities were minimal upon entering school, were denied the opportunity to formally learn the language mode most natural for the deaf—sign. Also it is the feeling of the counselor who works with this group that in the past, due to the low level of communication ability of the students, that perhaps the teachers merely "baby sat" filling their day with "busy work." Perhaps the most tragic representative of this educational deprivation is the male student whose I.Q. was measured at 117 but functions at only a third grade level.

TABLE III.  
HOME ENVIRONMENT

Lives With	
Mother	12
Both Parents	8
Foster Home	3
Aunt	1
Uncle	1
Grandparents	1
Stepfather	1
Non-Relative	1
Total	28

In view of the above, the sample does not appear to enjoy stable home environments. According to the data only eight live with both parents and most live with the mother only. Also the number of occupants in a household tends to be rather large. The range is from 2-9 occupants with a median of and a mean of 5.3. Compounding the problem is the low income levels of the households. Most receive some sort of financial assistance such as welfare, pensions, or unemployment compensation. Only five families rely on income from a working parent and in all five it is the father. Although the data is rather incomplete and sketchy I would break down the monthly income based on 14 families thusly: Range \$213-\$750; median \$450; mean \$446. These conditions surely play havoc with the lives of these students. As was pointed out earlier the parents themselves probably possess a minimum of education and have to struggle to make ends meet. Consequently they do not have the time or the energy to give a handicapped child the attention he needs (Anderson and Bowe, 1972). This view finds support in the educational data noted earlier. Also the parents very often suffer from low self-esteem which they will in turn impart to their children (Grier and Cobbs, 1968; Pousant and Atkinson, 1972).

The DVR counselor holds little hope for the future in regard to the employ-



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ability of these students. Out of the present sample there are six who have an employment history. The jobs were of the menial, unskilled sort, e.g., dishwasher, porter, and their records are uneven—having been either fired, laid-off or they quit. (Before I go further I must point out that there is nothing wrong with being a dishwasher or a porter. For they are, after all, honorable and quite necessary occupations. But the point is a person should be able to choose whether or not he wants to be a dishwasher or a porter. The black deaf very often do not have this choice.)

The counselor cites several factors as contributing to this situation. First of all is the lack of educational achievement and the attendant paucity of communication skills. Secondly, they exhibit "vocational immaturity." Money is desired but they do not realize that they have to be at the job every day in order to get it. They are "unable to sustain responsibility over the long run." Thirdly, these students do not have good role-models.

Given the chaotic and impoverished home environment they are not exposed to a tradition of schooling or steady employment. Fourthly, this group receives virtually no vocational training in the schools except for a little woodshop and home economics. One alternative is the Maryland Rehabilitation Center which offers vocational training. But there is a waiting list for evaluative purposes and the reading level of those accepted has to be at the sixth grade level minimum for most programs. This would, of course, automatically exclude the students in this study for many of the programs offered although they may be

accepted for training in food service, custodial work or industrial sewing. The Maryland School for the Deaf is another option but according to the data there is only one student presently enrolled there. The counselor perceptively notes that if the parents of these students were white and middle class instead of black and on welfare the range of educational opportunities for their children might very well be different. But due to their relative lack of political clout and their social disorganization they have little power in changing an inferior school environment. Then, too, the schools are ultimately controlled by whites.

The plight of this disadvantaged group is summed up perhaps in a statement by Lowell Myers concerning Donald Lang, a black deaf ghetto youth convicted of murdering a prostitute and in whom every limitation associated with being deaf and black found its perfect expression. Donald Lang could neither speak, read, write nor sign. Mr. Myers states: "If Donald had been given a little education **at the proper time** it would have made all the difference in the world . . . He was given no help at all—and was left to wander around in the black ghetto of Chicago. I think everyone will agree it's a pity and a shame." (Tidyman, 1974).

#### A Different Picture

The discussion above has so far been concerned with the severely disadvantaged black deaf. But the black deaf population, as has been noted, does not consist solely of the severely disadvantaged. There have been some, in other words, who have succeeded (Schein and Delk, 1974). But this raises the ques-

tion as to why they have succeeded? What was different in their lives that enable them to escape the limbo in which so many of the black deaf find themselves? To get an idea of these differences I spoke with a remarkable 21-yearold black deaf co-ed on the campus of Gallaudet College.

This young woman (an only child) was born in Indianapolis and moved to St. Louis while still an infant. Her mother and father are divorced but her mother has a good job with the government in St. Louis plus two and a half years of college work. Therefore she experienced no economic hardship while growing up. Her mother suspected her deafness around 18 months and it was subsequently verified to be a profound bilateral loss. While she was small her mother was very supportive and encouraged her to learn and be inquisitive.

At two years of age she started preschool and entered the Gallaudet School for the Deaf at five. Since the "oral" method was the mode of teaching she said she sometimes felt frustrated at not being allowed to use sign but "got along." She did learn some sign from her deaf friends however. Her attendance at this school lasted for nine years whereupon she entered a hearing high school. While there she relied on lipreading and amplification. Her speech is flawed but it is generally quite intelligible. While at Gallaudet College she has taken classes in sign and has, of course, learned sign from her deaf friends. At the present time she is a freshman at Gallaudet having attended their prep school last year.

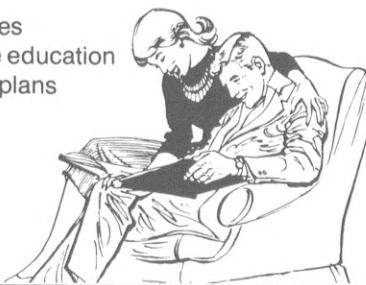
When I asked her if she felt especially handicapped because she was both black and deaf her answer was an unequivocal, "No." She did acknowledge however that she felt handicapped in social situations and sometimes desires to be hearing. Occasionally it makes her "feel low" to have to ask what her hearing friends are saying. She said sign is not used with her hearing friends so she has to rely on lipreading. She readily admits that it is difficult—"They have to talk slow."

This young woman has an excellent self-image. She sees herself as able to succeed and several of her goals are to assist the black deaf in getting to college and to be a lawyer for the deaf. She has not decided on a major yet but it will probably be sociology or political science.

Her views on race are quite interesting. She has experienced prejudice among the white deaf students but does have white deaf friends and gets along with them. She feels that the deaf community as a whole should be more racially mixed. Sometimes she feels like "telling off" whites if they are acting badly toward blacks but would defend a white person if she felt they were being wronged by a black. When

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asked if she is actively involved in the "Black Pride" movement she stated that she was not too interested in it because of never feeling particularly disadvantaged. She lived in an integrated neighborhood in St. Louis and enjoyed good relations with her white neighbors. The development of these attitudes are attributed primarily to family atmosphere and training.

Her feelings toward the poor illiterate black deaf are, as she willingly admits, prejudiced. She does not associate with them because they are difficult to understand and she feels "disgusted" that they cannot understand her. She views this communication barrier as being almost insurmountable but "she tries to be friendly with them."

I think it is evident then that this young black deaf co-ed is quite a departure from her more disadvantaged counterparts. She is literate, educated, holds herself in high esteem and has confidence in her abilities. But underlying all of this is the fact that she has a mother who provided her with the special attention and care that a person with a profound hearing loss needs while growing up. I think the future holds much promise for this young woman.

#### Conclusion

According to Schein and Delk there are approximately 38,006 "prevocation-

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**EQUAL OPPORTUNITY EMPLOYER**

al" nonwhite deaf in the United States. (Although this number may be low due to underenumeration.). They are those persons "who could not hear and understand speech and who had lost (or never had) that ability prior to 19 years of age" (Schein and Delk, 1974).

Many of these deaf people, due to their status as a minority within a minority, are grossly deprived educationally, socially and economically. Their deprivation may be so severe as to cause them to "occupy a status at the very bottom of the social scale" (Smith, 1972).

Due to their physical handicap of deafness and their lack of education they very often possess only minimal communication skills which tends to isolate them from the hearing community in general and even from each other. "They appear to live practically invisible lives" (Bowe, 1972). Also, as would be expected, these people are usually unemployed or underemployed and confined mostly to unskilled or semiskilled labor. But, as was evidenced by the black deaf co-ed at Gallaudet College, the dual condition of deafness and blackness does not necessarily have to lead to abject poverty and degradation. Given a nurturing environment at home plus educational opportunity the horizon for a deaf black person can be greatly expanded. But it must be pointed out however that this is only a partial solution.

The dilemma in which many deaf blacks find themselves is the manifestation of a multitude of inequities operating in American society. Since the major institutions in the United States are controlled by a white power structure, nonwhite minorities are often relegated to a position of powerlessness. Consequently their ability to change conditions which maintain and constantly reinforce their status at the bottom of the social scale is greatly diminished.

This situation is even more critical for a black deaf person. Given his physical handicap of deafness he can ill afford to grow up in a chaotic environment where poverty is the rule and education is inferior. Therefore the key to an improved future for this minority lies, I believe, in the creation of a democracy where power over institutions does not reside solely in the hands of a dominant class.

Finally, I would like to close with a passage from Ralph Ellison's classic work *Invisible Man*. I think it gives eloquent expression to the position of the black deaf today:

I am an invisible man. No, I am not a spook like those who haunted Edgar Allan Poe; nor am I one of your Hollywood-movie ectoplasms. I am a man of substance, of flesh and bone, fiber and liquids—and I might even be said to possess a mind. I am invisible, understand,

simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me they see only my surroundings, themselves, or figments of their imagination—indeed, everything and anything except me.

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# International Center On Deafness

By STEVE L. MATHIS III, Director

Center on Deafness, Gallaudet College

Gallaudet College was established by Act of Congress in 1864. Situated on a 92-acre campus known as Kendall Green in the nation's capital, it is the only liberal arts college for the deaf in the world. Members of the student body of more than 1,200 come from every state in the union, eight provinces of Canada and 22 foreign countries. In addition to a fully accredited undergraduate liberal arts program and a graduate school open to both deaf and hearing students in the field of audiology, education and counseling, the College encompasses a pre-college program that consists of a preschool, a demonstration elementary school and a model high school for deaf students; continuing education for deaf adults; a program of public services to the deaf community; and research in areas such as linguistics, educational technology, sensory communication and demography.

In its more than a century of existence, Gallaudet College has participated in international conferences on deafness and has enrolled foreign students from many lands. Its graduates have gone forth to establish schools, social and rehabilitation agencies and community services for deaf people in many nations of the world. Over the years, the College also has received continued requests from foreign countries for assistance in initiating, strengthening or upgrading educational and vocational opportunities for deaf persons. The number and kinds of requests for information, training and technical assistance, together with the increasing number of visitors to the campus from nations abroad, indicate the expectations which the international community holds for Gallaudet College. Not only is the College regarded as being in a unique position to provide international leadership and service, but as the only institution of its kind in the world it symbolizes the hopes and aspirations that are shared by countless individuals scattered over the globe who must confront the challenges of life while sustaining a severe or profound hearing loss.

As Gallaudet College has evolved into a multipurpose institution in recent years, it has become increasingly sensitive of the need to respond to the demands for an international program. In full awareness that the major handicap confronting a deaf individual is not so much his deafness as the way the general public feels about it; that a nation's concept of deafness will determine the kinds and extent of programs and serv-

ices that are provided its deaf citizens; and that the College, with its rich heritage and varied resources, has the responsibility to maintain an outreach beyond its national purposes in serving deaf people wherever they may be, the International Center on Deafness was established. As a result, an organizational framework now exists through which the College can readily respond in meeting needs that have been identified by a host of foreign nations.

The International Center on Deafness is a service-oriented program that is committed to the dual objective of developing closer bonds between nations and in drawing upon the knowledge and resources of Gallaudet College in seeking to upgrade educational, social and vocational opportunities of deaf persons in nations over the world. In planning and carrying out its activities, the Center is affiliated with and works through international programs such as UNESCO, Partners of the Americas, Organization of American States, Partners for Rehabilitation and Education Programs, International Center for Education and Rehabilitation of the Handicapped and the World Federation of the Deaf.

Program activities of the Center include six major areas of service: 1) assist foreign countries and affiliate organizations in planning programs for the education of deaf students; 2) provide on-site field services in foreign countries for training, technical assistance and consulting; 3) initiate teacher and student exchange programs; 4) serve as a clearinghouse for international research; 5) collect and disseminate information on deafness; 6) coordinate affairs of foreign students who enroll at Gallaudet College.

In establishing its international program, Gallaudet College, which receives substantial support from the United States government, has made a commitment and an investment consistent with the limitations imposed by budgetary considerations. This commitment is evidenced in the form of salaries for the staff and provisions for the physical facilities of the Center; hospitality rendered to foreign visitors on campus; limited grant-in-aid assistance to foreign students; opportunities for observation of facilities and resources of all aspects of the College's program; and access to the Edward Miner Gallaudet Library, in which is housed the world's largest collection of books, periodicals and films

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A paper presented at the International Congress on Education of the Deaf, Tokyo, Japan, August 1975.

on deafness. Beyond this, the College quite rightly will expect a financial commitment by developed countries which utilize the services of the Center. Additionally, the Center's activities will be financed by affiliate international organizations and funds obtained from the private sector.

Specific activities which the Center anticipates initiating in the near future include:

- Responding to needs identified by underdeveloped countries by providing program evaluations, technical assistance, teacher training, consultative services and other specific needs as requested in efforts to establish, strengthen or upgrade educational and vocational opportunities for deaf persons.
- Provide an annual International Seminar that will enable 15 persons from different nations representing various disciplines in the field of deafness to exchange information, identify common and unique needs, suggest program directions for the International Center, observe the facilities and resources of the College and be exposed to the wide range of services being provided deaf persons by Federal and state governments and private agencies and organizations.
- Conduct an internship program that will bring to the Gallaudet College campus 14 individuals, seven in the fall and seven in the spring, to receive four weeks of intensive leadership training. In the selection of persons for this program from the international community, priority will be given to upgrading the competencies of individuals who are now in positions of leadership but who have little or no training in meeting their responsibilities.
- Develop closer bonds between nations and promote a mutual sharing of academic programs at the school and college level by initiating teacher and student exchange programs. Procedures for the selection of persons and the supervision and evaluation of their work will follow closely those now utilized by affiliate international organizations.
- Provide increased opportunities for qualified deaf students to pursue undergraduate studies at Gallaudet College through provision of scholarships. A written requirement for recipients of this assistance will be their return to their native countries upon completion of their programs, thereby placing them in positions of service to their people.
- Respond to a variety of one-time, short-term requests received by the In-

ternational Center for assistance. These needs include professional books and periodicals for newly established teacher training centers, media equipment for schools in underdeveloped countries, audiological equipment for infant screening programs and travel funds to enable professionals to conduct in-service workshops abroad.

• Increase knowledge of current services provided deaf persons in nations over the world by the publication of an International Directory. This reference volume will include listings of the personnel, schools, programs, organizations and services that are available in each nation and will be comparable in content to the Directory Issue of programs in the United States published by the **American Annals of the Deaf**. Following initial publication, the directory will be upgraded every three years.

As the International Center on Deafness moves within the international community in responding to needs identified by host nations, it is important to understand that there is neither the desire nor the intention to impose upon others arbitrary educational philosophies or methodologies. Indeed, the experience of Gallaudet College, as it has developed more sophisticated diagnostic procedures in evaluating hearing impaired persons and criteria for objective assessment of instructional programs that have been designated for them reveals two important considerations. The first is that there is no such entity as **the deaf child or the deaf person**. The second is that, in view of the unique and highly individual interests, needs and capabilities of children and youth whom we identify as deaf, there is no single method that will successfully enable them to learn and eventually achieve their maximum potential in life. Accordingly, so far as Gallaudet College and its International Center are concerned, the so-called "war of methods" that has plagued the profession for more than 200 years is over. There are no winners; only losers. And the losers are countless deaf individuals who, stereotyped and molded into a system of education that has ignored or denied their unique traits as human beings, have become cripples in a society that needs their talents, skills and competencies.

The International Center on Deafness can be an instrument to break down walls that divide us and build bridges that will unite us. As we recognize the dignity and worth and potential of persons who are deaf, and work unceasingly to direct all program activities to help them to help themselves in an increasingly competitive world, they will be prepared to confront the challenges of today and share the hopes of tomorrow.

## New Voluntary Hospital Insurance Plan To Be Offered To All NAD Members

A new program of supplementary hospital insurance has just been announced by the National Association of the Deaf for its members and their families.

**The NAD Group Hospital Indemnity Program**—as the program is called—is a kind of supplemental insurance designed to pay you benefits in addition to your present hospital insurance.

**Extra Protection Against Soaring Hospital Costs:** According to the American Hospital Association and the Health Insurance Institute, in 1965 the average cost per patient day to U.S. community hospitals was about \$45.00. This past year, the average cost has risen to over \$128.00 per day. The rate of inflation has been so high that even the best hospitalization insurance plans will usually not cover **all** the costs you have to pay.

The NAD Group Hospital Indemnity Program is a kind of insurance that gives you added security and protection against the high cost of being in the hospital.

**Coverage for Both Member Under 65 and For Members Over 65 (Or Eligible for Medicare):** If you or members of your family under age 65 are put into the hospital for a covered condition, the program will pay you up to \$40.00 per day for regular care, or up to \$80.00 per day for intensive care, depending on the coverage you choose.

If you are over 65 years of age, or eligible for Medicare, the program has been designed to help you pay what Medicare does not pay.

This means that if you are covered under the NAD Program, you will have money to help you cover what your regular hospitalization coverage may not. And, the money comes directly to you—not your doctor or the hospital—

so that you may use it however you choose.

With hospital costs being so high, and going still higher, the NAD believes that this new Hospital Indemnity Plan could be very important to the financial security and well-being of its members.

**Details Mailed to Members in March and April—Enrollment Deadline May 4, 1976:** During March and April, you and your fellow NAD members will receive complete details of the new program in the mail.

**Up to the Deadline of May 4, 1976, you will be able to enroll in the program under the following favorable conditions:**

- All members may enroll, regardless of their age, as may the members of their families.
- Participants are covered 24 hours a day, 365 days a year, anywhere in the world.
- The cost of the program's coverage is far lower than that which you can obtain on your own, because the large number of NAD members enables us to offer attractive group rates.

To sign up for the program, all you have to do is complete and return the Enrollment Form you receive in the mail, along with your initial premium payment.

The firm that administers the program for the NAD—Kirke-Van Orsdel Incorporated—has provided free TTY service (beginning March 15, 1976) to answer questions members may have. The toll-free number to call is (800) 247-2194. Look for details of the NAD Group Hospital Indemnity Program in your mail in March and April. The deadline for enrolling is May 4, 1976.

### Open Letter To The NAD

As President of the PRWAD and in response to the "Open Letter to Officers of PRWAD and RID," the following action was instituted. Under the date of December 5, 1975, I sent a memorandum to the Board Members of PRWAD requesting responses to the "Open Letter." The response was unanimously in favor of the concept of reorganization of PRWAD and RID into a new organization and in favor of taking action toward implementation. Further, while feedback may have been minimal, the

open letter was not received by myself until the first week of December. It took some time to get the responses back from the Board Members (8 of 9 ultimately responded) and it was not until toward the end of January that I was in a position to be in touch with the RID president. Suffice it to say that we have discussed the letter, my memo to the PRWAD Board, and the PRWAD Board responses (unanimously favorable). I fully anticipate further discussion.

Basically, I believe (and I now intend to solicit response from the entire PRWAD membership), that the NAD has acted quite properly in stating its position with regard to organizational proliferation. In my estimation, we exist as organizations because of our concern over appropriate services for the deaf population. As you point out, we may be far more effective at every level under an organizational structure which is comprehensive and which has diversity within itself.

Glenn T. Lloyd, PRWAD President



# NATIONAL ASSOCIATION of the DEAF

Jess M. Smith, President

Charles C. Estes, Secretary-Treasurer

Frederick C. Schreiber, Executive Secretary

## N.A.D. President's Message

Jess M. Smith, President

5125 Radnor Road

Indianapolis, Indiana 46226



**List of Representatives:** In our April issue, we plan to print the list of Representatives to the NAD's Houston Convention next July. We are glad to report, as of this writing, that the list is almost complete. State associations are reminded that credentials of their Representatives must be completed as indicated. Any last-minute changes must also be verified.

**State Association Handbook:** The Committee on Services to State Associations met in Indianapolis, February 20-22, to work on the State Association Handbook. One of the biggest tasks was to decide on the contents. Then, once the outline was rough drafted, the committee came up with specific items to be written up—by various committee members and the NAD Home Office.

Participating in the meeting were Gary W. Olsen, chairman; Jess M. Smith, NAD President; Mervin D. Garretson, NAD President-Elect; Glenn Carlstrand, Harvey Corson, Lawrence Forrestal, David Myers, Eugene Petersen, Nancy Rarus and Marla Hatrak (typist).

Another committee meeting is scheduled in April, with the handbook to go to the printers soon afterwards so as to be available in time for the Houston Convention. The handbook will be in loose leaf form, with index tabs color coded. The binder cover will have an impressive design.

**National Forum IX:** By the time this month's issue is off the press, the National Forum IX on Deafness will be in session in Indianapolis. This Forum involves the most extensive participation ever of local committees under the Indiana Association of the Deaf.

This Forum is not a money-making event for the NAD, which is striving to keep the Forum concept alive. In all likelihood, the NAD will sponsor the 1977 Forum—with one or more co-sponsors.

During this year's Forum an all-day session is scheduled for Tuesday during which the possible reorganization of the Council of Organizations Serving the Deaf will be explored.

**Nominations for Awards:** It's time for nominations for NAD awards to be made in Houston—the Distinguished Service Award and Knights of the Flying Fingers. The DSA Award is made on the basis of the committee's screening of nominations and evaluation of contributions to the deaf in general. The KFF Awards are decided by the NAD Executive Board on the basis of contributions of service to the NAD itself.

Nominations for the DSA Award should be sent to me as NAD President—in turn to be submitted to the committee. Nominations for the KFF should be sent to the NAD Executive Secretary, who will present the list to the Executive Board meeting on the eve of the Houston Convention.

### Discussion of NAD Bylaws . . .

#### Article IV—Duties of Officers

##### Section 1. President.

a. It shall be the duty of the President of the Association to preside at all meetings in National Conventions and meetings of the Executive Board and at any other official meetings under the jurisdiction of the Association. He shall preside over deliberations of the Executive Board which may be conducted by mail.

b. He shall be chairman ex-officio of the Local Committee

in charge of arrangements for National Conventions.

c. He shall appoint such committees as may be provided for in these Bylaws and other committees he may deem necessary in conducting the work of the Association.

d. He may with the approval of the Executive Board appoint an Honorary Board for the Association.

e. He shall with the approval of the Executive Board appoint an Executive Secretary and if the circumstances warrant an Assistant Executive Secretary.

Appointment of an Honorary Board for the NAD has been discussed at conventions and meetings of the Executive Board, but so far the President has not appointed such an Honorary Board. The consensus so far has been that merely to have such persons' names on letterheads and the like—as seems to be the custom of many organizations—would be meaningless.

Whether or not to appoint an Assistant Executive Secretary has been the subject of many a Board meeting. At one point, the position was advertised, applications were received but the position was not filled. Indications are that such an appointment will be a key issue at and following the Houston Convention.

f. He shall report to each National Convention on his activities since the last previous convention, and on the condition of the Association.

g. He shall appoint the editor of the official publication of the Association subject to approval of the Executive Board.

h. He shall submit, not later than 60 days prior to a convention, a budget covering the next biennial period for the consideration of the entire membership. Such a budget shall be complete in detail showing comparison with the preceding budget.

i. He shall cause this budget to be published in its entirety in the official publication of the National Association of the Deaf. In addition to this publication the President shall cause copies of the budget to be mailed to the executive officers of each Cooperating Member Association for their consideration.

j. He shall assign specific duties to each member of the Executive Board.

Preparation and submission of the budget is, in practice, a function of the Executive Secretary/Home Office in collaboration with the chairman of the Ways and Means Committee. The 1976-1978 budget has been drafted and is scheduled for publication in the April issue of THE DEAF AMERICAN and for mailing to the executive officers of the Cooperating Member Associations.

##### Section 2. Vice President.

a. The Vice President shall fill the office of the President when the President is for any reason unable to perform his duties.

The Vice President is often called upon to preside at National Conventions and at Executive Board meetings. This provision covers any possibility of the President becoming incapacitated before the President-Elect is scheduled to assume office as President.

##### Section 3. President-Elect.

a. The President-Elect shall succeed the President on expiration of the President's term.

The incumbent President was the first one to be chosen President-Elect (at Miami Beach in 1972). At Seattle, a strong movement came close to doing away with this section. The pros and con of the President-Elect system have been debated at the regional meetings since Seattle, with sentiment almost evenly divided.

##### Section 4. Secretary-Treasurer.

a. The Secretary-Treasurer shall record the minutes of all conventions of the Association and meetings of the Executive Board, including meetings conducted by mail, and he shall have the proceedings of each biennial convention and the minutes of the Executive Board meetings published in their

entirely in the earliest possible issue of the official publication of the Association.

b. He shall have charge of the Invested Funds of the Association and shall buy or sell such securities or real estate as the Council of Representatives of the Executives Board may direct.

c. He shall make a report of such Invested Funds at each convention or as directed by the Executive Board.

d. He shall be bonded.

e. He shall condense correspondence of the officers and the Home Office and prepare a letter with such information regularly for the members of the Executive Board.

While the Secretary-Treasurer is charged with handling the Invested Funds of the Association and reporting on same,

in practice this is done by the Executive Secretary/Home Office, acting on the advice of a broker as approved by the Executive Board.

Reporting on "meetings conducted by mail" should more properly cover matters **voted upon**. That this has not been done recently, technically speaking, is alleviated somewhat by reports of the President and the Executive Secretary on such transactions.

Condensation of correspondence of the officers and the Home Office is no longer possible due to the huge volume. This provision, however, was followed after the new NAD Bylaws became effective at Dallas in 1960 and until soon after the NAD Home Office was moved to Washington, D.C.

## HOME OFFICE NOTES

By Frederick C. Schreiber



While THE DEAF AMERICAN is getting back on schedule, we are discovering that the Home Office notes take a lot of tending to. For the past two months we have been dwelling on the things we have done over the last decade. We have not mentioned all of the things which we didn't do. Possibly because our readers know them as well as I, and possibly because there are so many that it would take more space than allocated for this column to list them all. But we can at least take note that we know we have not done all that needs to be done and we know, too, that much more remains to be done.

However, we are still making progress. The Executive Secretary was in Berkeley, California, from February 13 to 20. The main purpose of going to California was the meeting of the Board of the American Coalition of Citizens with Disabilities. The National Association of the Deaf is a member of the ACCD. The Executive Secretary is first vice president of the group, while NAD Secretary-Treasurer Charles Estes is a member of the board and President-Elect Mervin Garretson is on the nominating committee.

The meeting in Berkeley focused on ACCD action relative to the Oversight Hearings being conducted by Senator Jennings Randolph of West Virginia. Senator Randolph has been and continues to be especially interested in the deaf and the blind. As such, he has done a great deal for both these disabilities. In this meeting the ACCD agreed to go along with the NAD with regard to proposed legislation with respect to deafness.

Testimony was given by Immediate Past President Don G. Pettingill who, along with Terrence O'Rourke, presented the NAD's position on the VR Act of 1973 as amended. The National Rehabilitation Association's testimony was given by the Task Force on Deafness, with O'Rourke again representing the deaf. The most encouraging aspect of this is that most organizations including the NRA, ACCD and PRWAD all followed the NAD's position with regard to programs for the deaf.

While in California, the Executive Secretary met for several hours with the state director of Vocational Rehabilitation of California, Edward Roberts, who formerly was director of the Center for Independent Living in Berkeley. Roberts indicated that deafness was his top priority in improving rehabilitation services in California and asked that the NAD assist in achieving this objective by keeping his department informed of any new or innovative programs established anywhere in the United States with respect to deafness.

After meeting with Roberts, we also visited the Deaf Counseling and Referral Agency which is run by Mary Ann Cardiff and has a VR grant which seemed to offer a great opportunity for assistance in the Bay Area. The NAD supplies

publications for resale to DCRA and the income from this source helps supplement money from the other sources. This was a most beneficial meeting, and we are hopeful that more benefits will come out of it.

Following that, we met with the staff of the Center for Independent Living. The Center expressed great interest in becoming involved in training deaf people, and it was refreshing to note how many people on the Center staff already had a working knowledge of sign language. The assistant director of the Center is Judy Heumann, a long-time friend who formerly was on the staff of Senator Harrison Williams of New Jersey. One of the gifts from the NAD was a TV phone which we suspect she will put to good use.

Additionally, we found time to visit California School for the Deaf at Berkeley, if only briefly, and missed seeing its new superintendent, Henry Klopping, who came to the school from the Gallaudet community. We also had the opportunity to visit the Langley Porter Institute which has been doing research in mental health for many years under the direction of Dr. Hilde Schlesinger and Dr. Kay Meadow. Dr. Schlesinger was not there; she was in the East holding down the Powrie Vaux Doctor Chair of Deaf Studies. But Dr. Meadow was and through her I had the opportunity to meet with members of the staff and discuss what they were doing in this area.

One of the more exotic sidelights was an effort to read the lips of Patty Hearst on film taken at the Hibernia Bank. Fortunately or unfortunately this proved to be impossible or I might have been stuck in San Francisco as a witness to that trial. Another sidelight was a visit to Dr. Byron Benton Burnes, better known as BBB, who was President of the NAD for 18 years prior to 1964. BBB was in good health and as active as he ever was.

We also had time to visit with Dot and Leo Jacobs and one cannot leave off without mentioning the volunteer interpreters at the ACCD meeting which included especially Sheila Jacobs and Randy Jordan. Sheila, of course, is one of the Jacobs' girls while Randy is the son of Ralph and Jennie Jordan. By some strange coincidence Jenny Jordan was a pupil of the Executive Secretary when he was a teacher in the Texas School for the Deaf years ago—we won't say how many. So it was a nice reunion all around.

Returning to Washington, the Executive Secretary was principal speaker at a meeting of the Language Missions of the Southern Baptist Church, February 22-23. Topic of that was the "Meaning of Deafness and What It Means to be Deaf." Following this, we had a farewell party for Willis Mann. Willis had been with the NAD since 1970, first with the Census and later, after we lost David Peikoff due to his stroke, Willis became principal investigator for the World Congress of the World Federation of the Deaf. This grant ran out on February 20 and being unable to find additional funding, we could not find a place within our structure for him. As a five-year staffer Willis Mann served the NAD well, and we wish him success in whatever new undertaking he may find.

Further activity has been focused in three major areas. First, in putting together a revised publication list. This is more complicated than one would think. We have to check on what is new in the field. We also expect to publish to see if we will get manuscripts in during the life of the list

which is only six months. And we have to determine costs/price range. Among the new items will be the interpreter training films which were produced by St. Paul's TVI, a couple of new publications from New York University's Deafness Research and Training Center, the long-awaited **Dictionary of Idioms** and so on. Still others will be the Proceedings of the World Congress and possibly the same from Israel, although this is still uncertain.

Next is National Forum IX on Deafness and the Council of War which must precede it. As this is written, we have no word as to the status of our COSD application. The application is one facet of the Council of War and an important one at that. Following that is the RSA/BEH sponsored workshop "Las Cruces Revisited" which will be held in April. We are involved in this only through the National Advisory Council.

But immediately following Las Cruces there will be the Delegate Council meeting of the American Coalition of Citizens With Disabilities. The NAD is a member of the ACCD. The Executive Secretary of the NAD is also first vice president of the Coalition and responsible for planning the Council meeting. This will be held April 25, 26 and 27, prior to the annual meeting of the President's Committee on Employment of the Handicapped. The ACCD will meet at the Woodner Hotel, 3636 16th Street, N.W., Washington, D.C. 20010. It is open to all and while voting is done only by council members, all NAD members (as well as members of other organizations) can participate. So if anyone expects to be at the President's Committee, why not come a little early and join us? Rates at the Woodner are \$22 single and \$27.00 double, \$32.00 triples and \$37.00 quads. Reservations should be sent care of Linda Wise at the Woodner for the ACCD meeting.

Among other items will be a meeting of the CSP Advisory Board in San Diego, California. This brings to mind that Angela Thames was in recently with her pride and joy—Amber Camille—who is a beautiful baby.

There has been considerable evidence that the NAD/NCCD action regarding charges that Dr. Ronald Nomeland was discriminated against by the Minnesota School for the Deaf is getting widespread attention. So far no results have been announced but we have at least made it clear that the deaf community will no longer be easy to push around. This is but the start of this action. If any of our readers feel they have been denied employment or promotion because of their deafness, we urge that we be contacted with specifics. We also urge that all such persons who requested aid by VR or other agencies but either were not helped or received unsatisfactory assistance also let us know about it. Congressman Quie of Minnesota has requested specifics on how and in what

way the severely handicapped are not being served. We want to send him at least a six-inch stack of paper which we know would be easy to do if all the people who were denied services see this and write.

We are just now beginning to receive the proceeds from the bequest made by the late Emma A. Nielsen. So far this has only been in the form of notices that stock has been transferred to the NAD. Recently we got our first dividend check, \$4.97. But it is a beginning. We also discovered that selling NAD stocks is so complicated that it will take months to unwind the red tape. The NAD owns—from way back—300 shares of CPC stock; 275 shares of Commonwealth Edison, 25 Commonwealth Edison Warrants, 55 shares Northern Illinois Gas and 9 shares of Northern Illinois Gas Convertible Preferred. We are trying to sell CPC only since the yield of the utility stock exceeds 8% while CPC is in the 4% range. But it isn't easy.

Additionally, we have authorized improvements for Halex House. Some of these being repairs but most items will cut operating costs. We are installing air conditioning and heat ducts on the top floor at a cost of \$3,750; new automatic thermostats which will automatically lower the heat or air conditioning from 10 p.m. to 6 a.m. at a cost of \$1,500. This should pay for itself in a year or less since we now have a \$1,200 monthly power bill. We will also install ducts for our supplemental air conditioner, cost \$500 and add solar shields to the south end of the building for \$810. Finally, we will replace the auxiliary compressor which has a \$1,650 price tag. This will mean we have replaced all our compressors this far. That is about par for a building such as ours. Still to be done are carpet repairs and replacement of the front doors. Both of which will probably be done in April.

Finally, as a hot news item which may not be so hot when you read this—we are pleased to announce that the Rehabilitation Services Administration under Commissioner Andrew S. Adams has officially moved the Office of Deafness and Communicative Disorders to the Executive Office of the Commissioner, putting Dr. Boyce Williams on the policy-making level, a step that the Commissioner's Advisory Council—which the NAD originated—has repeatedly recommended.

One further note. We have received copies of many letters that were sent to the FCC in support of reserving line 21 for hidden captions. And we are most grateful for the effort in letting the FCC know how badly we need and want this service. One of the most effective letters came from Wilbur Ruge in Kansas. Ruge took three comic strips and blanked out the words and noted that that is what it is like to watch TV without captions. I am sure the FCC will get the message.

## NATIONAL ASSOCIATION OF THE DEAF

### New Members

February '76

Georgia Turney	Texas
Sara L. Bitticks	Massachusetts
Terry L. Thies	California
William R. Roundtree	Indiana
Jane M. Biehl	Ohio
M. June Martin	Colorado
Mary Louise Basile	New York
Pamela Luft	Maryland
Robbin Bartlett	Louisiana
Deborah A. Bortner	New Jersey
Margiebelle Morgan	California
Carolina Lutes	Idaho
Rita L. Dominique	Tennessee
Susan Nordmann	Maine
Roy George Zacharias, Jr.	Guam
Mrs. Pamela E. Jacobson	Minnesota
Charlene L. Dwyer	Illinois
Liz Gordon	Pennsylvania
Pat. L. Hill	North Carolina
Rev. Hoyett Larry Barnett	Louisiana
David Richardson	Alabama
Joyce R. Gillis	California
Sally A. Demmler	Pennsylvania
Janet Y. Skotko	California
Sheila Evron	California
Jeanette K. Latella	Maine
Deborah Goodhue	Vermont
Shirley Wilson	New Jersey
Susan Leibundgut	Indiana
Elaine Onorato	Rhode Island

Jane L. Zitelli	Pennsylvania
Mary Louise Basile	New York
Bert Geoffroy	California
Ella Mae Lentz	Massachusetts
Mrs. John P. McCarthy	Massachusetts
Susan M. Miller	New York
Marilyn Thomas	New York
Donna B. Minkler	Ohio
Wendy Lange	D. C.
Glenn H. Coward	California

### Affiliated Organizations

Miami Association of the Deaf	Florida
Hinsdale South High School	Illinois
The Canadian Hearing Society	Canada

## NATIONAL ASSOCIATION OF THE DEAF

### Contributions to Building Fund (Halex House)

Mr. and Mrs. Martin Hoffman	\$ 50.00
Miss Esther Culverwell (In memory of Lydia C. Higgins)	5.00
Mr. and Mrs. Francis Higgins (In memory of Lydia C. Higgins)	100.00
Mr. and Mrs. Alfred Ederheimer (In memory of Leo Lewis)	10.00
(In memory of Sam Greenberg)	10.00
(In memory of Asa Gatlin, Jr.)	10.00
Mr. and Mrs. Frank Hutchinson (In memory of Grace Garretson)	10.00
Mrs. Samuel Ettinger (In memory of Lawrence N. Yolles)	50.00
Mr. and Mrs. Charles W. Cole (In memory of Lydia C. Higgins)	25.00

Katherine H. Bamber (In memory of Lydia C. Higgins)	25.00
Ruth S. Curtis (In memory of Lydia C. Higgins)	10.00
Mr. and Mrs. Martin Waisemepacker (In Memory of Lydia Higgins)	15.00
Andrew Todd	30.00
Mr. and Mrs. Carl Dykman	50.00
William J. Dunn	25.00
Mary T. Gatlin	50.00
Margaret M. Brennan	20.00
Marjorie Clere	10.00
Mr. and Mrs. Bradley Frost (In memory of Lydia C. Higgins)	15.00
Charles Thompson Memorial Hall	45.00
Harold Smalley	3.00
Mr. and Mrs. Sidney Hruza	50.00
Mr. and Mrs. Theodore Boggs (In honor of Mr. and Mrs. Robert Sheppard)	25.00
Eloise Torres	10.00

### Increased Payments

Miss Esther Culverwell	10.00
Mr. and Mrs. Higgins	700.00
Mr. and Mrs. Alfred Ederheimer	130.00
Mr. and Mrs. Frank Hutchinson	199.00
Mrs. Samuel Ettinger	425.00
Ruth S. Curtis	35.00
Andrew Todd	50.00
Mr. and Mrs. Carl Dykman	100.00
Mary T. Gatlin	135.00
Marjorie Clere	280.00
Charles Thompson Memorial Hall	195.00
Harold Smalley	54.00
Mr. and Mrs. Sidney Hruza	51.50

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The National Association of the Deaf certifies that the Plan of Insurance described herein has been analyzed by your Executive Board to be the best of its kind available at this price.

The National Association of the Deaf encourages its members to give immediate and careful consideration to this new benefit for the membership.

Sincerely,

A handwritten signature in black ink, appearing to read "Frederick C. Schreiber".

Frederick C. Schreiber  
Executive Secretary

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Stevens Point, Wisconsin

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THE FINANCIAL CENTER  
Lock Box 1778, Des Moines, Iowa 50306

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Des Moines, Iowa 50306

F640-223

## Deaf Student On The Way To Meat Processing Career

Doug Jay, 20, of Rosemount, Minnesota, is an independent young man. He has his own apartment in Inver Grove Heights and drives to school every day.

What's so unusual about this?

Jay is deaf. Until last fall, he spent most of his years in schools for the deaf in Oklahoma and Kansas.

Fate changed his life at an early age. When only three years old, Jay was struck with cystic fibrosis. Medicine used to treat this disease left him with a loss of hearing. A tall, lanky, good looking man, he possesses limited oral communication skills, but reads lips and understands sign language.

Today, Jay is holding his own at Dakota County Area Vocational-Technical Institute's Meat Processing program in South St. Paul, thanks to arrangements made for his classes by Pat Duggan at St. Paul TVI's Program for Deaf Students. Jay's six-month Meat Processing program covers those aspects of meat handling and cutting which occur after the animal is slaughtered and until the meat is sold.

Jay had attended classes at the Meat Processing Center when he asked that his interpreter be excused because Jay knew that he could get along fine . . . on his own. "Nobody passes him up in class," his instructor Clarence Andel commented. When he graduates, Jay will be the first deaf student to complete Meat Processing training and to work in this field. His ultimate professional goal reflects his independent nature—he'd like to own his own meat business.

Right now, however, school is both his vocation and his avocation. His spare time is spent studying the vocabulary peculiar to the meat processing industry. "He has a good aptitude for learning," Instructor Andel says.

Jay began searching for a career when a senior in high school. "I heard that meat cutting is a challenging and well-paying job, so I talked to my vocational



Left to right: Pat Duggan, Counselor with St. Paul TVI's Program for Deaf Students; Doug Jay, the first deaf student to enroll in Dakota County Area Vocational Technical Institute's Meat Processing program and the 100th student to be served by St. Paul TVI's Program for Deaf Students; and C. J. Clement, Meat Processing Center Supervisor, discuss careers in the meat processing industry. In the background is the meat cutting laboratory where Doug Jay has spent the past six months learning the various aspects of meat processing.

rehabilitation counselor and told him that I'd like to visit a meat cutter."

One afternoon last year after football, a sport in which he distinguished himself, Jay and his counselor visited with a meat cutter. Jay was impressed with the profession. His counselor informed him about the Dakota County Area Vocational-Technical Institute's Meat Processing Center in Minnesota.

When Jay expressed his desire to attend that Institute, the counselor called Pat Duggan at St. Paul TVI's Program for Deaf Students. Duggan made arrangements for Jay, the 500th student to be served by St. Paul TVI's deaf program, to begin Meat Processing classes at Dakota County AVTI's Meat Processing Center.

After graduation next month from this program, Jay plans to enter the meat field in Denver. "My two older brothers live there. Also, it's only four hours from Leoti, Kansas, where my parents reside."

Jay grew up on a family farm outside Garden City, Kansas. The youngest of four children, he learned at an early age to milk cows, fix pasture fences and help his dad with irrigating, plowing, seeding and harvesting of the family's corn and wheat crops.

C. J. Clement, Dakota County AVTI's Meat Processing Center Supervisor, says, "Jay will make a fantastic contribution to any store or market, especially where customers have a loss of hearing or oral communications skills."

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### Announcements for NAD Offices

#### Election at Houston, 1976

##### For Vice President

Larry Forestal, Villa Park, Illinois

##### For Board Member, Region One

Leon Auerbach, West Hyattsville, Maryland

##### For Board Member, Region Two

Harvey Corson, Danville, Kentucky



## The Texas Association of the Deaf

invites you to

The 33rd Biennial Convention of

## *The National Association of the Deaf*

In Houston, Texas

July 4-11, 1976

At the Shamrock Hilton Hotel

### PROGRAM

(C)—Combination Ticket; (O)—Optional

Sunday: Registration; Captioned Film; Tour of San Antonio and LBJ Ranch—All Day (O); Deep Sea Fishing (O)

Monday: Registration; General Assembly; Workshops; Beach Outing (O); Tour of LBJ Manned Space Center (O); Reception for Registered Members (C); Captioned Film

Tuesday: Registration; Council of Representatives; Workshops; Order of the Georges Breakfast; Evening on the Town (O); Baseball Game at the Astrodome in the evening (O); Captioned Film

Wednesday: All Day Western Day Outing at Rocking R Ranch (C); Captioned Film; Evening on the Town (O)

Thursday: Registration; Council of Representatives; Workshops; Special Luncheons; Golf Tournament (O); NAD Rally Night (C); Captioned Film (Late Show)

Friday: Registration; Council of Representatives; Workshops; Astro-world (O); Tour of Busch Bird Park and San Jacinto Monument (O); Hawaiian Luau (C); Miss Deaf America Pageant (C); Captioned Film

Saturday: Council of Representatives; Shopping at the Galleria (O); Grand Ball (C)

**Note: Dates for some of the optional events are subject to changes**

### 9:00 a.m. - 5:00 p.m. Daily

Monday, July 5: 1. Model State Plan,

2. SIGN.

Tuesday, July 6: 1. Model State Plan,

2. SIGN, 3. Parents.

Wednesday, July 7: Open.

Thursday, July 8: 1. Parents, 2. Deaf/

Blind, 3. SIGN Evaluations.

Friday, July 9: 1. Deaf/Blind, 2. SIGN Evaluations.

**WORKSHOPS:** See page 12 of this issue for information on the four workshops to be held during the convention. All registered members will be admitted to the workshops free of charge. Workshop registration for non-members will be \$15.00. The schedule:

Special Pre-Registration Form

No.-----

Name -----

Address -----

City ----- State ----- Zip -----

Registered at Shamrock Hilton Yes\_\_ No\_\_ Other Hotel -----

Advancing Member \_\_ Regular Member \_\_ Life Member \_\_ Approved -----

Tickets

Combination Ticket (includes all of the following events—\$64.00 value)  
Purchased before May 1, 1976 ----- \$47.00 value)  
Purchased after May 1, 1976 ----- \$53.00 value)  
Or any item may be purchased separately

---- Registration -----	\$ 3.00	---- NAD RALLY NIGHT -----	\$ 5.00
---- Program Book -----	\$ 2.00	---- Hawaiian Luau -----	\$15.00
---- Reception -----	\$ 5.00	---- Miss Deaf American Pageant -----	\$ 5.00
---- Western Day -----	\$15.00	---- Grand Ball -----	\$10.00
---- Western Day Transportation -----	\$ 3.00		

Total Received \$----- Date -----/-----/1976

Send form with check to:

Carey Shaw  
NAD Convention Treasurer  
1966 Lexington Street  
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\* \* \* \* \*

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Doubles/Twins	\$27.00	\$29.00	\$31.00

Send in reservations early for best rooms.

**Note:** Prices for optional tours will appear in future issues.

**Important Notice:** You must be a member of the National Association of the Deaf or a regular member of a Cooperating Member (state) association of the deaf.

Register early and avoid long delays.

# Milwaukee Stages Fifth Biennial Culturama

In the true tradition of show business, the hearing impaired of the Milwaukee area helped keep the "the show must go on" epitome alive. In spite of a temporary suspension which stopped the NAD Cultural Program on the national level, the Wisconsinites did not let this hinder them. Instead, they went ahead and presented one of the best shows of the series.

On January 31, 1976, hearing impaired Milwaukeeans, and others, inevitably celebrated two events—Milwaukee's fifth biennial Culturama and the ushering in of Chinese New Year 4674 or the Year of the Dragon.

The event was held at the Milwaukee Silent Club in an oriental atmosphere, replete with Chinese costumes worn by the committee, and the tantalizing aroma of delicious Chinese food emanating from the kitchen.

Cultural competition was held in various areas for both children and adults. The areas were physical, literary, home arts and performances. The children's events were held in the afternoon. The performances were held and the awards were presented in the evening. Competent judges evaluated each entry.

Trophies were awarded to the first and second place winners and a million kudos were given to the kitchen culinary artists led by Mrs. Carrie Busby. A special cake baking contest was also held on cakes donated and which were later cut up and sold after the judging was completed.

The Culturama, introduced to the Milwaukee hearing impaired by Mrs. Evelyn Zola, was effectively planned by a competent and experienced committee. The afternoon and evening performances were witnessed by full houses. The afternoon program was emceed by Darlene Shaw and Jim Hagen handled the evening program.

Decorations were provided by Stanley Sadowski. Joel Kowert, as Koppie the Clown, provided extra entertainment. Authentic Chinese costumes worn by the committee were provided by James Clemmons.

Trophy winners:

## Physical Area

Painting: 1) Vince Abaravich, 2) Vince Abaravich

Drawing: 1) Vince Abaravich, 2) Vince Abaravich

Sculpturing: 1) Vince Abaravich

Photography: 1) Elaine Kressin

Color Slides: 1) Caroline Casiana, 2) Jim Baer

Pastels (special event): 1) Jim Hagen, 2) Jim Hagen

## Literary Area

Creative Writing: 1) Margaret Abaravich

Religious Story Writing: 1) Vince Abaravich

Poetry: 1) Vince Abaravich

## Home Arts

Personal Hobbies: 1) Judy Hagen, 2) Rose Panella

Needlepoint: 1) Sue Byington, 2) Sue Byington

Crocheting: 1) Barbara Schleicher 2) Barbara Schleicher

Quilting: 1) Helen Seivert, 2) Sue Byington

Embroidery: 1) Alice Ziarnick, 2) Mariane Ropele

Sewing: 1) Sue Byington, 2) Joy Wilde

Weaving: 1) Delores Siguere

## Performances

One Act Play: 1) Evelyn Zola and Ron Byington, 2) Jim Meagher and Marianne Ropele

Pantomine: 1) Susan Davis, 2) Vince Abaravich

Humor: 1) Ron Byington, 2) Evelyn Zola

Dance: 1) Tony Hughes and Pam Gulby

Song Signing: 1) Ron Byington, 2) Margaret Abaravich

Hymn Singing: 1) Karen Hoag

Poetry Recital: 1) Karen Hoag

Most Unusual (new event): Yoga by Lois Tutkowsky

## Special Cake Baking Contest

1) John Seivert, 2) Lillian Drews.

The Culturama was a truly memorable event. The entrants performed; the judges observed; the audience applauded the food and the show and the Chinese dragon smiled.—Margaret Abaravich.

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## Minnesota Interpreter Law

Below is given the text of the State of Minnesota law relating to the use of interpreters for handicapped persons. It should be noted that the law does not specifically mention the deaf and that provisions are so broad as to include non-English speaking hearing persons.

### CHAPTER 337—H.F. NO. 67

An act relating to handicapped persons; providing an interpreter in all proceedings.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. [546.42] **HANDICAPPED PERSONS: INTERPRETERS.** For the purposes of sections 1 to 3 a handicapped person is one who because of a hearing, speech or other communication disorder, or because of the inability to speak or comprehend the English language, is unable to understand the proceedings in which he is required to participate, or when named as a party to a legal proceeding, is unable by reason of such deficiency to obtain due process of law.

Sec. 2. [546.43] **PROCEEDING WHERE INTERPRETER APPOINTED.** Subdivision 1. In a civil action in which a handicapped person is a litigant or witness, the presiding judicial officer shall appoint a qualified interpreter to serve throughout the proceedings.

Subd. 2. In a proceeding before a board, commission, agency, or licensing authority of the state, or of a political subdivision of the state, where a witness or the principal party in interest is a handicapped person, all of the proceedings that are pertinent shall be interpreted in a language the handicapped person understands by a qualified interpreter appointed by the board, commission agency, or licensing authority.

Sec. 3. [546.44] **QUALIFIED INTERPRETER.** Subdivision 1. No person shall be appointed as a qualified interpreter pursuant to sections 1 to 3 unless he is readily able to communicate with the handicapped person, translate the proceedings for him, and accurately repeat and translate the statements of the handicapped person to the officials before whom the proceeding is taking place.

Subd. 2. A qualified interpreter appointed pursuant to the provisions of sections 1 to 3, before entering upon his duties shall take an oath that he will, to the best of his skill and judgment, make a true interpretation to the handicapped person being examined of all the proceedings, in a language which the person understands, and that he will repeat in the English language the statements of the handicapped person to the court or other official before whom the proceeding is taking place.

Subd. 3. The fees and expenses of a qualified interpreter shall be determined by the presiding official and paid by the court, board, commission, agency or licensing authority before whom the proceeding is taking place.

Approved June 5, 1975.

## Letter to Editor

Dear Editor:

I am writing this letter to the editor in response to your Editor's Page in the January 1976 issue of THE DEAF AMERICAN regarding the issues on new post secondary programs to be established in North Carolina. I would like to make comments on three items:

**Item No. 1:** With reference to the statement that integrated colleges cost, "as much as \$10,000" per hearing impaired student, while Gallaudet costs \$2,500 per student. Let me give William Rainey Harper College Hearing Impaired Program in Palatine, Illinois, (a suburb of Chicago) as an example. This quality program provides complete supportive services to hearing impaired students in the form of counseling, interpreting, notetaking, tutoring, and also provides a college preparatory program for the students, and is presently operating at a budget of less than half of your inflated \$10,000 figure.

**Item No. 2:** In reference to the statement, "We are also very, very doubtful that the advantage of the contact between deaf and hearing students would materialize, deaf students tend to lose their identity in community colleges or state colleges." While I was enrolled and employed at Gallaudet, I saw deaf students lose their identity there as well. This is very much in contrast to students in our program here at Harper College. Our students, deaf and hard of hearing, integrate well with the hearing students at many activities.

For example, for two years in succession, hearing impaired students have been chosen for the Homecoming Queen's Court. One hearing impaired student who was graduated from an integrated high school's hearing impaired program was elected Fall Semester 1975 to the Homecoming Queen's Court, and was runnerup for queen. She was chosen from among 20 hearing girls from the 20,000 student body. One of our interpreter staff accompanied her at all her interviews and up to the grandstand as well! Other hearing impaired students play on the Harper tennis and football teams. One of the students placed fourth in the student Taco-Eating Contest. This boy attended a residential school for the deaf. Another of our students has written articles and poetry for the college paper, and a representative of the Collegiate Illinois Association of the Deaf serves on the Student Senate.

These are a few examples of numerous incidences of non-hidden "identity" here at Harper. Imagine if we had a larger hearing impaired student count, we may come out winners! Deaf and hard of hearing have a chance to participate in the activities of the hearing and they are very welcome and well received when it is handled properly with

regard to the student, and when adequate support services are offered to handle these student needs.

**Item No. 3:** The statement, "The postsecondary enrollments (for the deaf) are leveling out. What we need is stronger programs—not more of them."

I want to say that what we really need is to enroll the hearing impaired into more varied career (technical/vocational) majors, as well as giving them the opportunities for professional vocations when their abilities permit. Many deaf have been steered to the traditional "deaf" occupations such as printing, teaching, carpentry, clerical, manufacturing (laborers), accounting, post office clerks, key punch operators, etc.

The position demands for liberal arts degrees are declining. Graduates with technical degrees are in more demand than ever. The hearing impaired are encouraged to enter fields of electronics, computer operation, medical lab technology, dental assisting, residential comfort system maintenance and service, parks and grounds operation management, food service management, business machine repair, photography and many more.

Other advantages of community college programs are: "local college degree, and local job"; a self-image (identity) comparable to that of the hearing world; gaining the hearing language within their community; rapidly improving speech-lipreading skills; residence closer to their families; decreased costs; a wider area of career choices (especially for those who want to go on to a higher education); the availability of continuing education courses for adult students; training opportunities for all qualified hearing impaired, not only for "cream of

the crop" students. This provides a better opportunity for the hearing impaired to "break in" to the hearing world before they face the realities of the working world.

To conclude, both types of colleges, Gallaudet, NTID and the community college have adequate services for the hearing impaired population. Since we are in an age of determinism and live in a free country where we can choose, let's give the hearing impaired individual the opportunity to determine his own future!

I hope you will include this in the next issue of THE DEAF AMERICAN.

Christopher Hunter  
Counselor  
Hearing Impaired Program  
Palatine, Illinois

**Editor's Note: Item No. 1:** Cost accounting requires that all direct and indirect costs be taken into consideration. For hearing impaired students, basic costs (including board and room) for regular, i.e., hearing students, must be added to outlays for supportive services.

**Item No. 2:** At the inception of programs, hearing impaired students gain identity due to the novelty or exceptional individual talents. Thereafter . . .?

**Item No. 3:** Stronger programs, regardless of their offerings are needed, not more of them—be they liberal arts or vocational/technical. "Local" advantages for the deaf are far from assured. Studies have shown that the deaf tend to be mobile. The metropolitan Washington, D.C., area does have a heavy concentration of deaf college graduates, however, due to the Federal government and other employers favorably inclined toward the deaf.



**LOS ANGELES CITY COUNCILMAN** Joel Wachs presents City Council resolution to Carol Billone commanding her "for her inspiration, dedication, sensitive commitment and generous contributions she is making on behalf of deaf students and their parents." Ms. Billone, who lost her own hearing at the age of five, is a teacher at Marlton School. In presenting the resolution, Councilman Wachs congratulated Ms. Billone on her selection as California's 1976 Teacher of the Year and pointed out that she was the first deaf teacher to be hired by the Los Angeles City Schools. Ms. Billone, a resident of North Hollywood, is described by her fellow teachers as an active and inspiring leader at the school who contributes generously to numerous groups and program activities.

The 1976 NAD Youth Leadership Camp program invites you to participate in your choice of a unique and challenging summer camp session, full of learning, work and fun.

It is a special program that offers a challenge for "learning by doing" and "to do your best."

The ultimate goal of the leadership program is to help students gain a sense of direction and initiative par excellence.

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'76

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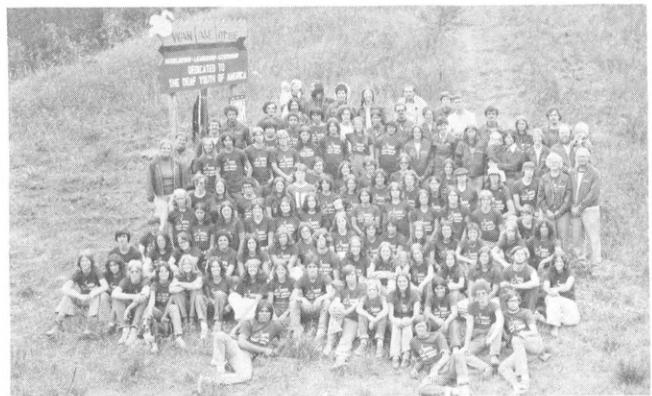
Social science  
Language arts  
Debates  
Dramatics  
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Panel discussions  
Workshops  
Life saving and safety  
Nature study  
Fireside topics

CAMP PROJECTS

Paint parties  
Totem pole building  
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Camp beautification  
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CAMP ACTIVITIES

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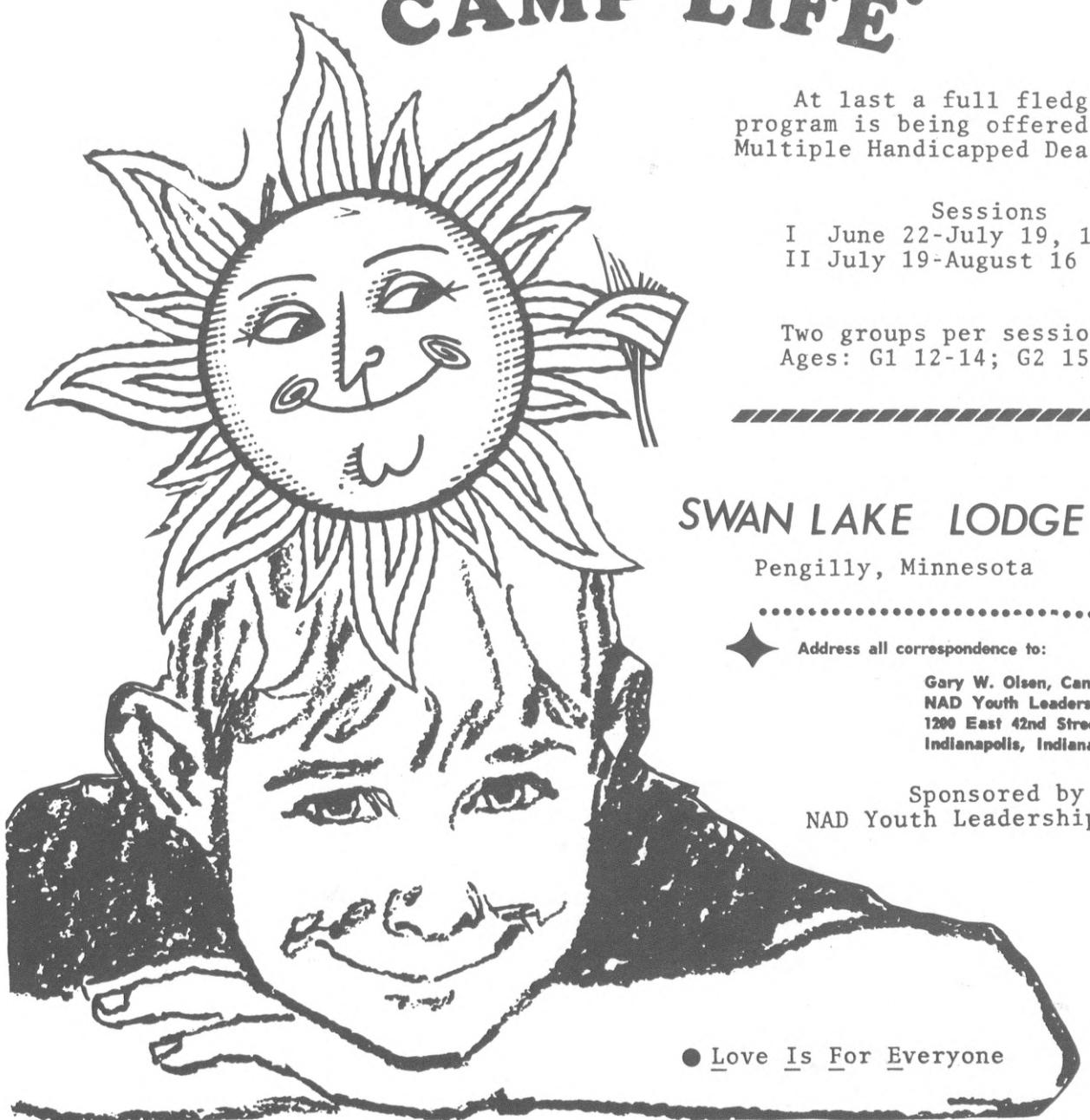


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Multiple handicapped  
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Sessions  
I June 22-July 19, 1976  
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Two groups per session  
Ages: G1 12-14; G2 15-18

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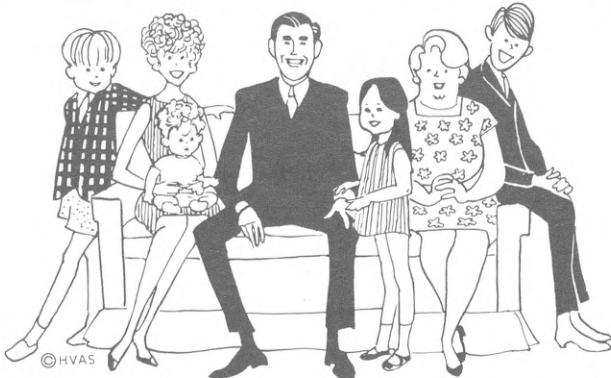
Address all correspondence to:

Gary W. Olsen, Camp Director  
NAD Youth Leadership Camp  
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29th TRIENNIAL REUNION  
of the  
GALLAUDET COLLEGE ALUMNI ASSOCIATION

June 13-20, 1976

TOTAL INVOLVEMENT . . . IN THE SPIRIT OF '76

Among scheduled reunion activities are:

- Sunday, June 13: GCAA Invitational Golf Tournament
- Monday, June 14: Miss Gallaudet Variety Show
- Tuesday, June 15: Dinner Forum sponsored by the Center for Continuing Education
- Wednesday, June 16: World Games of the Deaf Tryouts
- Thursday, June 17: Workshop: "Alumni-Parents Partnership" "Spirit of '76" Play Production
- Friday, June 18: Learning Experience: "Parent Effectiveness Training"  
Las Vegas Night
- Saturday, June 19: Breakfast with Parents of Deaf Children  
Learning Experience: "Helping Your Child in School"

For further information, write directly to:

29th GCAA REUNION  
Office of Alumni and Public Relations  
Gallaudet College  
Kendall Green  
Washington, D.C. 20002

Telephone: (202) 447-0741

TTY: (202) 447-0480



# interprenews

**Contributed Monthly by the Registry of Interpreters for the Deaf  
P. O. Box 1339, Washington, D.C. 20013**

**RID EXECUTIVE BOARD**

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## The Man Who Throws Mud Is Losing Ground

Every time a RID member blasts the RID office or an executive board member for one reason or another, he is undermining his own back yard.

This is a "time of crisis" for the RID . . . our RID!

Established in 1964, her membership has grown to nearly 2,800. Of these, approximately one-third are certified. Nearly every state has a chapter; some have two.

Every day new members are joining. Why? Because there is a need for the RID. The RID is the catalyst necessary

to unite the chapters, preventing them from going in opposite directions. The RID wishes to remain as a helpmate with strong chapters functioning on their own. A well-staffed RID office is needed to accomplish this.

The RID evaluation for certification has gained the respect of deaf people, educators and the interpreters themselves. Can you imagine the value of certification if each state does its own thing?

The RID desperately needs funds if the organization is to survive.

## How Can I/We Help?

Think positive . . .

Keep complaints down to a whisper so the RID can save all the ground it has.

Pay close attention to the "Living with Crisis" information coming out soon from the RID office.

The RID is negotiating with the Department of Health, Education and Welfare office, through the Office of Deafness and Communications Disorders, for funds to support the RID office for at least one year. There are 435 U.S. Congressmen and 100 Senators. Probably many of them have never heard of interpreters or the problems of deafness.

## You Can Help! Write!

Ask your Senators and Congressmen to inquire about the status of the Registry of Interpreters for the Deaf contract proposal.

Ask them to support the proposals. Explain why deaf people need interpreters.

Ask them to advise you, in writing, of their findings.

Someone said, "There may not be a 1976 RID convention if the RID fails to get funds." We can't let this happen . . . see you in Florida.

Betty Edwards, President, RID

MARCH 1976

theme, will expose interpreters to sign linguistics of years past to the present time. Several other areas of interest have also been added to the program.

Experts in their fields and topics, the following speakers have agreed to come:

Ameslan: Louie Fant, California.

Signs Used by Interpreters: Will Madsen, Washington, D.C.

Seeing Essential English I: David Anthony, Colorado.

Seeing Essential English II: Gerilee Gustason, Washington, D.C.

Manual English: Archie Stack, Washington State.

Linguistics of Visual English: Dennis Wampler, California.

Visible English: William McClure, Florida.

International Signs: Frederick Schreiber, Terrance O'Rourke, Washington, D.C.

Deaf/Blind: Robert Smithdas, New York City.

Sexual Signs: James Woodward, Washington, D.C.

Vocational Evaluation Center: Robert Thomas, Florida.

Iranian Program: Alice Burch, Tehran, Iran.

Workshops will be scheduled in order that participants can attend all but a few sessions.

University of South Florida credits will be given to those paying required fees.

"Entertainment Unique" — Donna Drake, Gallaudet Community Education Coordinator in Florida and staff member of the St. Augustine School for the Deaf and Blind, will direct the entertainment during the convention. Donna and her fellow workers have many surprises up their sleeves to depict "Signs of Our Times." The red, white and blue theme will be carried throughout.

Carl Kirchner, President of RID will conduct the RID business meeting on August 17 at 1:30 p.m.

The Presidents and Representatives luncheon is planned for 11:00 a.m., August 16. Information will be in the first mailout.

The traditional Awards Banquet and entertainment will take place on August 18, in the grand ballroom of the Don CeSar.

Also in conjunction with RID Con-

THE DEAF AMERICAN — 41

SIGNS OF OUR TIMES, the program

vention, the Clearinghouse for Interpreting for Deaf People Via Television will conduct a one-day workshop on August 20 at the Don. Persons interested

should contact Betty Ingram, Commission on the Deaf and Hearing Impaired, 50 South Main Street, West Hartford, Connecticut 06107.

## Convention Fund-Raising Campaign

Statement: ALL convention funds remaining after expenses are paid will go to the RID "Living With Crisis Fund."

"Conventions Cost Money." When you receive your drawing tickets from FRID with in the next few weeks, please don't throw them away. Send the stub back to FRID with your donation. Who knows? You may win free lodging for a night or two at the magnificent Don CeSar. Winners not attending the August 15-19 convention will be given money equal to the price of a hotel room.

Shortly after FRID was selected to host the 1976 RID Convention, the fund-raising campaign began. It should reach \$2,500 to \$3,000 before registration monies start rolling in.

Workshops were held in Largo, Tampa, Jacksonville and Fort Lauderdale.

dale. Hand-made afghans, rugs and other crafts were donated and raffled. Donations came from Florida and other state clubs for the deaf as well as private individuals. State RID chapters and organizations interested in deafness have been deemed convention "Patrons" through their donations of \$25.00. ABC sign language book discounts given by the NAD have netted FRID around \$200.00. Two flea markets held in the St. Petersburg-Clearwater area have earned over \$400.00. FRID members will continue the campaign until the day of the convention.

FRID is grateful for the support of her members and chapter members. Support the RID by returning your drawing ticket stub and donation to FRID, P.O. Box 6453, Clearwater, Florida 33516.

## Distinguished Service Awards Presented by FRID Florida Organizations Serving The Hearing Impaired

In February 1975, FRID presented Florida's first Distinguished Service Award to Helen Gilbart, Editor of the FLORIDAN. As an English instructor at the St. Petersburg Jr. College, she has learned to sign and fingerspell to communicate better with her hearing impaired students. She has loaned her hands and heart to the interpreters and deaf people, especially to the young folks, by listening when they seek understanding. She has a quietness about her from which wisdom and empathy flow. Since becoming a charter member in 1971, she has supported the activities of FRID and has given stature to FRID through her efforts on the FLORIDAN.

The second Distinguished Service

Award was presented in February 1976 to Roland Young. As a charter member, he has assisted faithfully in meetings and workshops of FRID. Florida's RID evaluation team has been fortunate to have him as a member since the first evaluation took place several years ago. Roland is always there when civic and social functions call for interpreters. FRID's treasury was in good hands for four years and he has since accepted the job of finance chairman for the RID convention in 1976. While he holds a CSC and is an excellent interpreter, his reverse skills are the ultimate.

FRID members are proud of Helen Gilbart and Roland Young, recipients of the first two Distinguished Service Awards.

## Workshop For Trainers Of Interpreters

The National Interpreter Training Consortium recently held a workshop for trainers of interpreters at Gallaudet College. It was a bountiful learning and sharing experience. Curriculum development, audio visual media practice, techniques of teaching and classroom field trips were just a small part of the two week course.

Two day, week long and semester curriculums were developed. It was agreed the curriculums are just a beginning, in need of editing and improvement but an excellent basis upon which to build.

The staff at Gallaudet College were most hospitable. Will Madsen, Lottie Riekehof and their patient secretaries, Joy and Buffie, made the time fly by.

Carol Tipton and Rita Domingue, both coordinators for the NITC, gave direction during sessions.

An evening to remember was spent at the home of Dot and Will Madsen. After a delicious buffet, Will introduced a party game entitled "Be My Interpreter." Contestants were judged by those not participating in the particular game being played at the time.

Contests were as follows:

Podiatric Interpreting—using only feet and toes.

Reverse Interpreting—all signs made in reverse.

Deaf/Blind—one person blindfolded while other signs to him.

One handed Interpreting—use op-

posite hand usually used.

Gestural Interpreting—use no voices, just gestures.

Blindfolded interpreting—interpreter listens to message then signs it to another blindfolded person.

Fingerless Interpreting—fingers must be folded over thumbs.

Clever certificates were awarded to the winners. Participants in turn, selected Will Madsen as the evening's best all round interpreter. A hilarious time was had by all. Contact Will Madsen, Sign Language Programs at Gallaudet, for more detailed rules of the games.

\* \* \*

Newly incorporated, the Florida Organizations Serving the Hearing Impaired has embarked upon its first goal. Clubs of the deaf around the state set January 1976 as "Registration Drive Month." Several hundred were registered during their club meetings by county registrars with the aid of club members and FRID interpreters. A surprising number were already registered voters.

The purpose of the organization is to promote the best interests of the hearing impaired people through the autonomous member organizations of and for the hearing impaired.

President Hugh Cotney a Jacksonville attorney, along with members of FRID, FAD, CFAD, teacher training programs, vocational rehabilitation, Orange County Schools and interested parties gathered in Orlando in September 1975 to set goals and priorities. Suggestions were:

- 1 Hotline to central location for legal problems;
- 2 Social Services Information Center;
- 3 Consumer awareness needed of agencies available;
- 4 Registration of deaf people as voters;
- 5 Better TV captioning and news and weather reports;
- 6 Have contact with insurance commission;
- 7 Committee to draft letter to Florida bar expressing concerns and constitutional rights of the deaf people in legal matters;
- 8 Legislative digest to monitor upcoming laws that affect the deaf people;
- 9 Education of legislators to the educational needs of the deaf people;
- 10 Need to identify newborn deaf children for the sake of their education and the education of parents to deafness;
- 11 Need to amend interpreter law to include that certified interpreters be used, set fee scale and to secure legislation to protect interpreters with privileged information

For Adults Only . . .

## What's Happening In Continuing Education

### ABE is Alive And Prospering In The Washington, D.C., Area

By DR. ELAINE COSTELLO

The Center for Continuing Education  
Gallaudet College

One of the most exciting, viable activities taking place in Washington, D.C., these days, is the Adult Basic Education Program for deaf adults sponsored by the Center for Continuing Education. Over 100 deaf and deaf-blind persons have "come back to school" to improve their writing, reading and mathematics and, whenever appropriate, independent living skills in the 10 classes offered on a weekly and twice-weekly basis in Washington, D.C., and nearby Virginia and Maryland.

The Adult Education Act authorized Basic Education classes for every adult 18 years old or older who has an achievement level of the eighth grade or below. Only recently has this opportunity been extended to deaf citizens through programs like the one offered by the center for Continuing Education. The Center offered ABE classes up to four years ago. However, it wasn't until the hiring of Ms. Linda Donnels as ABE Specialist two years ago did the classes develop into a true program.

The average age of the students is 27. There are slightly more women than men, and most students are employed. Many students would like to improve their employment; however, the most frequent objective for coming to ABE classes is to improve writing skills. For many people the classes serve a social function since many of the people typically do not participate in other

organized social or community activities. Ms. Donnels has found that the students gain confidence by going to class and subsequently become more involved in other activities. Students' backgrounds range from having little or no formal schooling to being graduates of schools for the deaf. A proportion of the students are foreign born and seek skills in American Sign Language as well as English.

Experience has shown that ABE classes for deaf students are best conducted segregated from hearing students because of the necessary special language techniques and materials. Ms. Donnels has further found that teachers should have sign language competence in order to develop closer relationships with their students. Currently, 12 hearing impaired teachers and aides and two hearing teachers with good sign language skills teach the 10 classes in the D.C. area. Four second year graduate counseling students from Gallaudet College are also assigned to work with the ABE students. They are available to work with the students on educational planning, employment problems, referrals to other agencies, as well as personal problems.

The Center's primary responsibility to the classes in the D.C. area is co-ordination and recruitment. The Center has been successful in getting local public school systems to pay for teach-



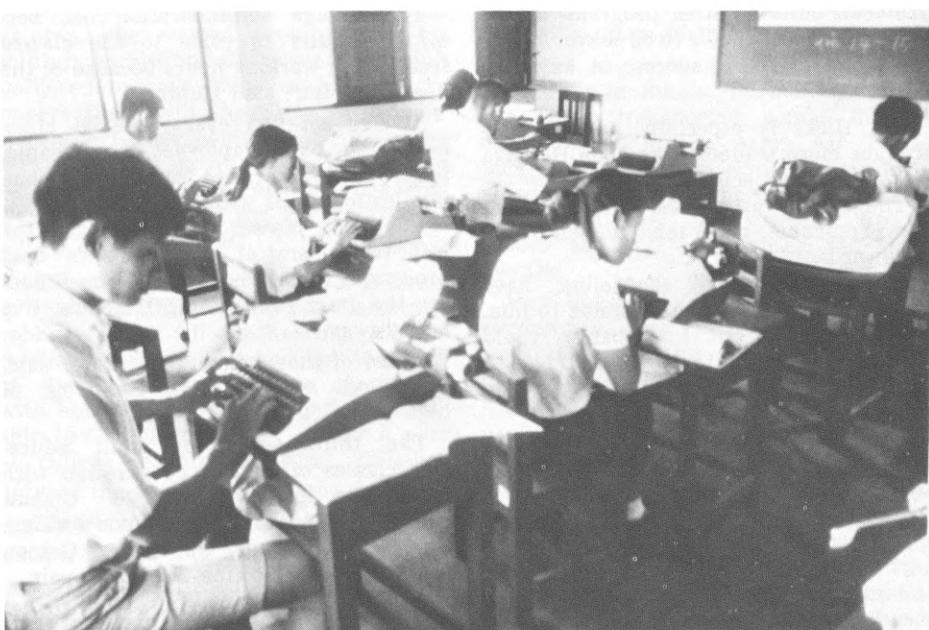
Dr. Elaine Costello

ers and provide classroom space for most of the classes.

Three unique classes are held on the Gallaudet College campus. One class utilizes a learning center concept which involves the college's Computer Center. During a class session, students may select from a variety of materials, meet with counselors, get private or small group instruction from the teacher or two aides or interact with the computer for programmed English lessons. Another class on campus is a much requested college preparation class. This class was terminated in February so that the students could take various college entrance tests. The class will be offered again in the fall. The third and newest ABE class is for deaf-blind adults. With the help of volunteer teacher aides from Gallaudet College's Newman Community, the master teacher is able to coordinate individualized instruction in the area of language arts, math and independent living. All classes have open registration and, except for the small test fee in the college entrance class, are free to the students.

Ms. Donnels is a frequent visitor to the ABE classes and provides periodic training and information sharing sessions for the teachers. She is available to other programs to conduct teacher workshops or to help set up ABE programs. If you are interested in more information, please contact:

Ms. Linda Donnels  
ABE Specialist  
The Center for Continuing Education  
Gallaudet College  
7th and Florida Avenues, N.E.  
Washington, D.C. 20002  
Phone: (202) 447-0575



ABE students are introduced to computer-assisted English instruction.

# Iowa Western Community College Expanding Courses For The Hearing Impaired

Part-time Arts and Sciences student Dale Hovinga recently completed a social service internship which emphasized services for the deaf. Hovinga, himself deaf, is in his second year at Iowa Western Community College in Council Bluffs, Iowa. Eventually, he plans to become a social worker specializing in work with the deaf and hard of hearing.

The 300 clock-hour internship he designed had two phases: 1) rotation through the divisions of a large social services department and 2) coordination of adult education for the deaf in the Council Bluffs community.

While with the district office of the Iowa Social Services Department, Hovinga helped interpret for deaf persons seeking caseworker help. He also rotated through the divisions of foster care, family service, juvenile problems, adult problems and parole, Work Incentive Program and special service. In addition, he visited other social service agencies in the Omaha-Council Bluffs metropolitan area and in southwestern Iowa.

The second internship phase, coordination of a special adult education program, had never been attempted in the area. Initially, with the help and coaching of IWCC administrators, Hovinga surveyed the deaf community for popular topics. The 300 to 400 deaf persons in the area asked for speakers on topics including wills, real estate, taxes and funerals. An average of 50 guests, a turnout Hovinga called "very good," attended each of the nine discussion lectures.

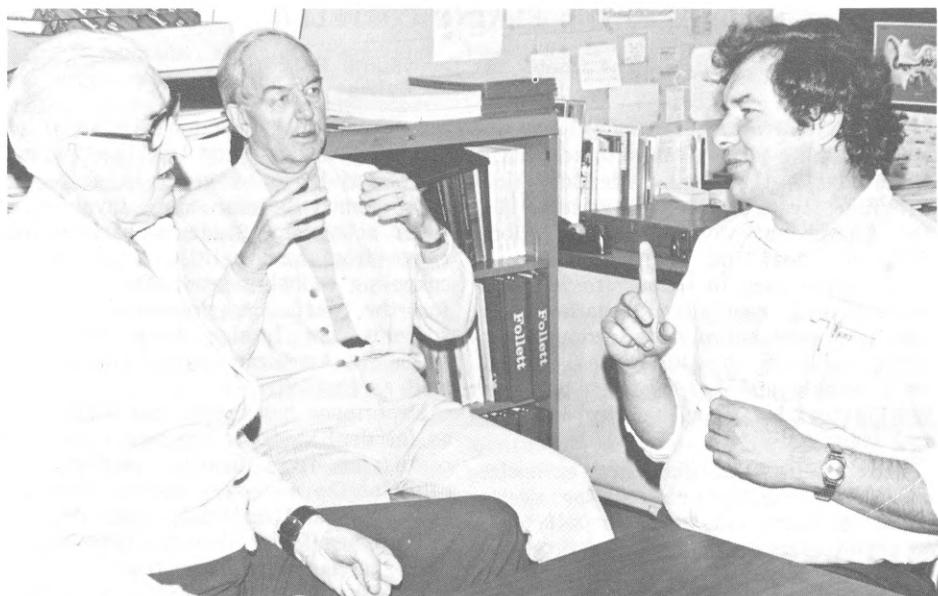
When a local newspaper began using a computerized printing system, Hovinga left his job of 15 years and came to Iowa Western.

"I took a battery of tests to evaluate my potential and apparently I could benefit most in the Arts and Sciences field, so I went into Arts and Sciences right away," Hovinga said.

Part of the reason he chose IWCC was its department of Special Needs. That department centralizes services for handicapped students, primarily for the deaf.

"Our purpose," said Special Needs Coordinator Bruce N. Hicks, "is to develop a program to help people with problems attain a vocational goal. The program for the deaf is our biggest program, and it's the only program for the deaf in an Iowa community college."

The nine-member staff offers interpretation, counseling, tutoring and supportive services for deaf students at the college. The fact that there are interpreters makes the program unusual.



IOWA WESTERN CONFERENCE—Joseph B. Myklebust (left), assistant professor of Special Needs and president of the Iowa Association of the Deaf; Bruce Hicks, coordinator of Special Needs, and Dale Hovinga, Iowa Western Community College student.

Very few colleges in the United States hire interpreters for the deaf.

Since 1971, when the Special Needs department started at IWCC, most deaf students concentrated their work in welding or graphic arts.

"Now students can enter any program in the college," Hicks said. "There's no limit where they can go. All programs at Iowa Western are open to deaf people."

"We also feel it's very important to serve those deaf people who've had problems entering other programs. We'll serve all deaf people who have a possibility of attaining success in any program."

But Hicks is especially eager to introduce more students like Dale Hovinga to the arts and sciences.

The IWCC instructors, Hovinga said, are personable, and "tend to bend over backwards."

Interpreting and counseling have been Special Needs' greatest aids to him, Hovinga said, "but I probably would have come here without Special Needs. My wife did, so if she can do it, I can do it."

Even before Special Needs was initiated in 1971, the college offered educational courses for the deaf.

Grant Hunter, coordinator of vocational supplemental adult education, said sign communication, key punch and vocational classes continue to be offered.

"We've run two to three sign communication classes a year, and we've been doing that for four or five years," Hunter said. "They probably average around 15 students."

Hunter said parents and relatives of deaf persons, their co-workers and IWCC faculty members have made up large portions of the sign communications classes.

The college administration has permitted faculty to come to the classes free during working hours because of the deaf program," said Hunter.

"We've set up several special classes, too, for bank employees, for example, to provide them with some basic communication skills with the deaf."

Keypunch classes were arranged the last two years at the College's data processing department for Iowa School for the Deaf seniors. (ISD is only five miles away.)

"Most of those students," Hunter said, "went out and got jobs right out of high school then."

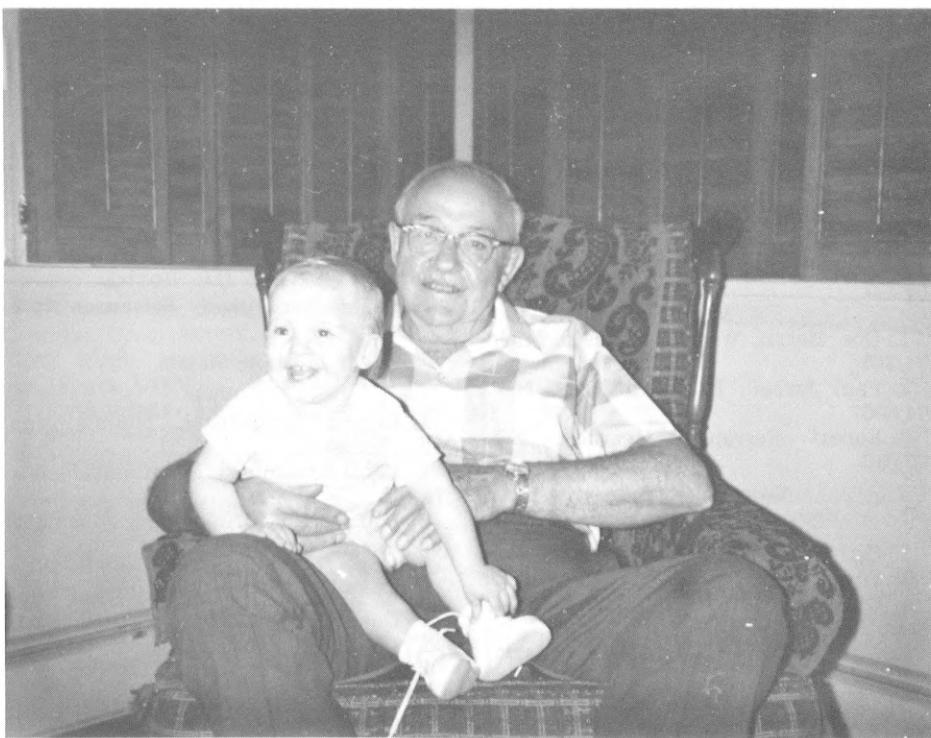
The third series of adult education classes offered in cooperation with ISD began in February 1976. Classes include Basic Auto Body, Woodworking, Basic Home Repair, Upholstery, Ceramics and Small Gasoline Engine Repair.

"The intent of these classes is to get hearing people in contact with deaf people," Hunter said.

## Future NAD Conventions

- 1976—Houston, Texas
- 1978—Rochester, N. Y.
- 1980—Cincinnati, Ohio

# *John A. DeLance - - Alaskan Scout*



The late John DeLance, Alaskan Scout of World War II and his great-grandson, Donnie

John Arthur DeLance was a modest man. Although he likely was the only really deaf person to serve in the U.S. Army, rising through the ranks from private to first lieutenant, he rarely talked about his unique service record. In fact, it wasn't until after his death, September 25, 1974, at Mundelein, Illinois, that his widow, Barbara, learned all the details. After learning she was eligible for a pension as a widow of a veteran, she started probing into his military record and discovered he hadn't bothered to have many of his military papers filed with the State of Illinois. Recently, to her complete surprise, she received a Presidential Citation, signed by President Gerald Ford and honoring DeLance's service in the Pacific Theater during World War II.

DeLance was six years old and living in North Dakota when spinal meningitis robbed him of all his hearing. Transferring to the State School for the Deaf at Devils Lake, DeLance graduated with honors and was awarded a scholarship to Gallaudet College. After a year at college learning printing, DeLance entered the trade as a linotype operator, working for such publications as the *Duluth Herald* and *Fargo Forum*.

When the war broke out, DeLance tried to get in the service but was turned down as physically unfit. So he tried the next best thing: With the help of

a former employer, he signed up as a civilian employee working on a Navy Salvage Corps repair ship. The ship was soon on its way to Alaska. As DeLance once told it, "I got in the good graces of our superintendent and when he was later appointed a major to lead a group of scouts on Attu Island, I wormed my way into his party. We were assigned to 'Headquarters Intelligence' and known as the Alaskan Scouts. I was with them 36 months."

Before the war ended, DeLance had seen duty in Russia, Burma and India. His outfit transported bombs in C54 cargo planes in the Army Air Transport Corps, and he was sole survivor of a crew of four when his plane was shot down over the southern tip of Russia and was hospitalized for eight months.

How did he do it? In the same interview, DeLance chuckled: "I had men working under me for eight months before they learned I was deaf. I was a good lipreader."

After the war, DeLance moved to Diamond Lake, Illinois and prior to his death was working as maintenance foreman at St. Mary of the Lake School. Besides his widow, he is survived by two sons, John, Jr., and Robert, two granddaughters and two great-grandchildren. Barbara, who is hard of hearing, formerly was employed as a credit analyst for Carson, Pirie Scott, Chicago.

# *Hazards Of Deafness*

By ROY K. HOLCOMB

403. Even when understanding nothing you often nod your head when others talk to you. Others often nod their heads when you talk to them although they, too, understand nothing. What actors we mortals try to be!

404. You have some idea of sounds but find it most difficult to grasp their meaning. You have some idea how the greyhound dog at the racetrack must feel when it can't catch the rabbit.

405. You go to a drive-in restaurant. For fun, you try to place your order through the intercom from your car. You order two french onions, two cheeseburgers, two vanilla milkshakes. You get two french fries, two hamburgers and two large Cokes.

406. You are always being reminded by people how lucky you are to be deaf and not blind. While you agree, you don't like the way people keep reminding you of it. Sometimes you feel like telling them how lucky they are that they are neither blind nor deaf.

407. Your kids hear and they never let you forget with their radio, stereo, TV volume on full blasts, telephone and other gadgets. You don't mind very much although at times you may wish they would share their world with you a little bit more. After all, you gave them life as well as purchased their gadgets for them.

408. Your mother tells something interesting. Your brothers and sisters get excited. You want to get excited, too, but can't because you didn't understand what was said. You ask your mother. She says that it was not important or that she will tell you later. If she does tell you later, you indeed find it nothing to get excited over as she does not tell her thing in the same manner as she told it the first time.

409. You are making love. Sweet words of love cannot be heard by you. Tender thoughts of love cannot or joy go unsaid. But then actions speak louder than words and perhaps words are not needed when making love??

410. You go to an air line booth to purchase a ticket. Your clerk moves to another booth. He asks you to move there, too, but you are unaware of his request and remain at the original booth. The clerk then waves you over and you are embarrassed as your mother and your teacher always told you never to use your hands in public to communicate and here, of all people, a hearing man is doing it.



**Carolyn McCaskill, Miss Gallaudet College**

### Mobile Coed New Miss Gallaudet College

Carolyn McCaskill, daughter of Mrs. Janie McCaskill, of Mobile, Alabama, was crowned Miss Gallaudet College, Saturday, March 6. The Miss Gallaudet Pageant was held to select a woman to represent Gallaudet College in the Miss Deaf American Pageant to be held in Houston, Texas, in July. Carolyn, a junior, is majoring in psychology-social work. In the 1974 Miss Gallaudet Pageant, she was the first runner-up.

Carolyn was one of 25 contestants trying for the Miss Gallaudet crown. The three-day competition began on Thursday, March 4. On Saturday night, a panel of seven judges announced the eight semi finalists based on competition in the three events—evening gown, cocktail dress and talent. The eight semi-finalists then had to face a crucial and impromptu question and answer period. The questions, prepared by the judges, were: "How do you see your role as a deaf woman in relation to the women's liberation movement?" and "How would you apply what you have learned at Gallaudet to help deaf women in the future?" Carolyn answered the questions to the point and with the utmost confidence.

In the talent competition, Carolyn signed a song titled "Where Am I Going" from the movie "Mahogany." Talent competition by other contestants included, song and dance numbers, poems, dances, and a gymnastic exhibition on the balancing beam.

Runner ups were: Martha Sheridan of Ohio, first runner up, Rita Corey of California, second runner up, and Kathy Jones of Texas, third runner up. Kathy Jones, in addition to the third runner up spot, won awards for the best evening gown and cocktail dress competition and she was voted by the contestants as Miss Congeniality. Rita Corey won the best talent award for her song and dance number, "Cabaret."

## The Deaf American

Schools for the deaf, colleges and club athletic schedules and results are needed for THE DEAF AMERICAN's "Hotline Sports" section. Send such material to Mr. Charley Whisman, DA Hotline Sports Editor, 4316 North Carrollton Avenue, Indianapolis, Indiana 46205.

## HOTLINE SPORTS

### 5th Biennial USDSA Alpine Ski Results, Boyne Falls, Michigan

#### Downhill

##### Women

1. Regina Krushinski, Mountainside, N.J. :78.380
2. Carol Krushinski, Mountainside, N.J. :82.322

##### Men

1. Don Morris, West Bloomfield, Mich. :71.307
2. Paul Jarrell, Highland Mills, N.Y. :74.696
3. Robert Ferrance, Kearney, N.J. :75.032

#### Cross Country

##### Women's 3 Mile XC

1. Cathy Sulinski, Leeds, Mass. :19.08.3
2. Sue Muther, Oak Park, Ill. :26.51.1
3. Charlotte Holbrook, North Grafton, Mass. :32.53.3
4. Judith Griffore, Chatham, Ontario, Canada :39.13.1

##### Men's 6 Mile XC

1. Herbert Holbrook, North Grafton, Mass. :32.13.8
2. John P. Young, Jr., Flushing, N.Y. :34.02.9
3. Simon Carmel, Rockville, Maryland :39.30.4

#### Special Slalom

##### Women

1. Regina Krushinski, Mountainside, N.J. :95.946
2. Carol Krushinski, Mountainside, N.J. :100.416
3. Sue Joseph, Birmingham, Mich. :189.322

##### Men

1. Don Morris, West Bloomfield, Mich., :80.893

### 44th Annual Eastern Schools (Div. I) Basketball Tournament, Int. City School, Philadelphia, Pennsylvania

Pennsylvania 53, New York 34

Maryland 69, West Virginia 64

St. Mary's, N.Y. 65, Katzenbach, N.J. 43

Model School, D.C. 74, American, Conn.

43

New York 61, West Virginia 37

American 56, Katzenbach, N.J. 51

Pennsylvania 78, Maryland 45

St. Mary's, N.Y. 64, Model School, D.C.

57

Katzenbach, N.J. 58, West Virginia 55

7th

American, Conn. 54, New York 50 (5th)

Model School, D.C. 80, Maryland 64

(3rd)

Pennsylvania 51, St. Mary's, N.Y. 39  
(final)

2. Paul Jarrell, Highland Mills, N.Y. :86.171
3. Robert Ferrance, Kearney, N.J. :87.606
4. John P. Young, Jr., Flushing, N.Y. :99.604
5. Sunkil Terwilliger, Newburgh, N.Y. :100.983

#### Giant Slalom

##### Women

1. Regina Krushinski, Mountainside, N.J. :72.989
2. Carol Krushinski, Mountainside, N.J. :75.901
3. Sue Joseph, Birmingham, Mich. :133.162

##### Men

##### Total Time

1. Don Morris, West Bloomfield, Mich. :63.147
2. John P. Young, Jr., Flushing, N.Y. :68.416
3. Dan Miller, New York City, N.Y. :72.416
4. Joseph Telesse, Princeton, N.J. :72.555
5. James Liese, Lafayette, Colo. :72.872

#### Hot Dog Contest

##### Men

1. Don Morris, West Bloomfield, Mich. 14 points
2. Sunkil Terwilliger, Newburgh, N.Y. 13 points
3. Mark Azure, Salem, Oregon 11 points
4. John P. Young, Jr., Flushing, N.Y. 11 points
5. Robert Ferrance, Kearney, N.J. 10 points
6. David Ricker, Silver Spring, Md. 9 points

### Deaf Clubs Basketball

MWAD, D.C. 82, Hyattsville, Md. 59

MWAD, D.C. 77, Hyattsville, Md. 57

MWAD, D.C. 108, Baptist, D.C. 68

MWAD, D.C. 76, Francis Scott Key, Md. 74

MWAD, D.C. 84, Baltimore, S.C. 50

Philadelphia SAC 97, MWAD, D.C. 90

MWAD, D.C. 94, Capitol City, D.C. 51

Chicago 75, Milwaukee 71

### Prep Basketball

Kentucky 57, Tennessee 49

Virginia 80, Maryland 59

Minnesota 56, South Dakota 50

Illinois 64, Indiana 60

Indiana 64, Kentucky 58

Maryland 56, West Virginia 44

Idaho 55, Utah 43

Idaho 64, Utah 25

Iowa 62, South Dakota 29

## All-Stars

First Team—Mike Paulone, Pennsylvania; Mike Nelson, Pennsylvania; Ed Suttell, St. Mary's; Tim Hueber, New York; and James Newsome, Model School, D.C.

Second Team—Jerome Kerchner, Pennsylvania; Kevin Pardis, American; Gordon Marsillo, St. Mary's; James Barglowski, Katzenbach, N.J., and Tyrone Wooten, Model School, D.C.

Special Awards. One-On-One—Jerome Kerchner, Pennsylvania; Four Shooting—John Bingham, Marie Katzenbach, New Jersey; Sportsmanship — American School, Connecticut.

## Mason-Dixon All-Tourney Team

Willie Wooten, Georgia; Antonio Cook, Georgia; Craig Brown, North Carolina; Rusty Stone, South Carolina; Joe Whitner, South Carolina; Dale Dennis, Alabama; Anthony Wherry, Alabama; Roy Freeman, Mississippi; Ricky Fuller, Alabama; and Lonzel Chambliss, Mississippi.

## CAAD Basketball Tournament

### At Toledo, Ohio

Cleveland 71, Toledo 41  
 Flint 2, Ribs Mountain 0 (forfeit)  
 Madison 64, Detroit Silents 28  
 Akron 70, Indianapolis 64 (overtime)  
 Milwaukee 52, Dayton Silents 41  
 Blue Grass, Ky 2, Martin Luther King, Milwaukee 0 (forfeit)  
 Buffalo 112, Cleveland 46  
 Flint 70, Madison 52  
 Akron 60, Milwaukee 50  
 Chicago 96, Blue Grass 65  
 Madison 66, Cleveland 51  
 Blue Grass 50, Milwaukee 45  
 Buffalo 98, Flint 57  
 Chicago 73, Akron 60  
 Blue Grass 70, Madison 53 (5th)  
 Akron 72, Flint 54 (3rd)  
 Chicago 86, Buffalo 84 (Championship)

ALL-STAR—1st Team: D. Olson, Buffalo; D. Winesburg, Buffalo; W. Gross, Chicago; W. Forrest, Chicago; and L. Bostelman, Akron. 2nd Team: M. Babich, Akron; G. Schernecker, Madison; J. Beaver, Flint; D. Hurst, Blue Grass; and E. Caldwell, Chicago

Most Valuable Player: Woodford Gross, Chicago.

Team Sportsmanship—Flint.

Coach of the Tournament—Milton Belcher, Blue Grass.

Miss CAAD—Miss Carol Trachtenberg, Chicago

Mrs. CAAD—Mrs. Betty Hurst, Lexington, Kentucky.

## CAAD Officers for 1976-1977

President: Duke Connell, Cleveland, Ohio; vice president: Bob Hopkins, Dearborn, Michigan; secretary-treasurer: Martin Belsky, Flint, Michigan; director, Hall of Fame: Dick Petkovich, Cleveland, Ohio; recorder, Richard Tanzar, Chicago, Illinois; Women's Softball Commissioner — Mrs. Lil Kernz, Cleveland, Ohio.

### Future CAAD Basketball Hosts

1977—Chicago Club of the Deaf

1978—Akron Club of the Deaf

1979—Indianapolis Deaf Club

## ★ CELEBRATE THE SPIRIT OF '76 ★

at

### The 96th Annual Convention of the EPISCOPAL CONFERENCE OF THE DEAF

June 20-25, 1976 — Lynchburg College — Lynchburg, Virginia  
 HOST: Episcopal Deaf Missions of the Diocese of Southwestern Virginia

#### CELEBRATE THE BICENTENNIAL:

Visit the "Cradle of Liberty": Free-day tours of Monticello, Appomattox, Virginia School for the Deaf, Shenandoah Valley, historic Lexington and other points

- Opening Eucharist, The Rt. Rev. William H. Marmion, Bishop of the Diocese of Southwestern Virginia, Preacher
- Deaf professional and local entertainers
- ECD President's Banquet and Address
- Presentation by professional consultants of new directions and goals for ECD

COSTS: Room and board (double occupancy)	\$62.50
Room and board (single occupancy)	72.50
Children under 10	half price
Registration	6.00
Free-day tours: Monticello	9.50
Appomattox	4.00

Please—No Pets

For additional information contact:  
 The Rev. William L. Shattuck  
 Grace Memorial Episcopal Church  
 1021 New Hampshire Avenue  
 Lynchburg, Virginia 24502

**REGISTRATION FORMS WILL BE AVAILABLE AT YOUR MISSION  
BY MAY 1, 1976**



**LEOPARD MAINSTAYS**—These boys were the main reason why the Arkansas School for the Deaf Leopard football team copped the Grand Prairie Conference title during the 1975 grid campaign with a fine 5-0 record. ASD was the only deaf prep eleven to enter state playoffs, losing a tough 26-19 fumble, and finished the season with a sparkling 8-2-0 slate, best since 1938. FIRST ROW—(left to right) Ray Bright, Rias Davies, Stan Ketchum and Dennis Robinson. BACK ROW—Mike Johnson, David King, Rondale Ketchum and Mark Eldridge. Inset below is Jerry Belew. Upper inset is Charles Osler, who was picked as "Deaf Prep Coach of the Year 1975." Both Stan Ketchum and Belew made the Class B All-State squad at tackle and quarterback, respectively. Rondale and Stan are brothers, son of Ed Ketchum, one of ASD's all time athletic greats and also a former AAAD cage star.

# *Oh Say Can You See, By The Dawn's Early Light*

We still haven't forgotten the experience of going to Venezuela with such a fine United States and Canadian group. They were all such a pleasure to get together for the first Pan American Games for the Deaf.

These Games were an offspring of the Latin American Games for the Deaf which were held at Buenos Aires, Argentina, in 1958; at Montevideo, Uruguay, in 1961; at Santiago, Chile, in 1963; at Rio de Janeiro, Brazil, in 1967, and again at Buenos Aires in 1971. And at the V Latin American Games, it was voted to change the name to the Pan American Games for the Deaf so as to get United States, Canada and the countries of Central America and the West Indies as well as Cuba to participate.

We did our part to make the first Pan Am Games a success with our strong participation, and we are sure these Games will help stimulate the deaf people of South America into becoming better organized and in demonstrating to their governments that they are capable people deserving of support.

The facilities for the first Pan Am Games were excellent. The track and field events were held in a magnificent stadium called Estadio Olympia Y Velodromo which seats 50,000. Soccer contests were also held there. Within a walking distance is another magnificent stadium called Piscina Olympia Y Gimnasio Cubierto in which swimming, basketball, volleyball and table tennis took place. Piscina is Spanish word for swimming pool. Nearby is Estadio de Beisbol (baseball field).

**We had been to five World Games for the Deaf, and two World Winter Games for the Deaf since 1957, but the Opening Ceremony of the recent Pan Am Games was the most colorful and very well organized we had even seen. And Carlos Andres Perez, president of Venezuela, was the first head of a state to open and witness an international games for the deaf Opening Ceremony.**

The Parade of Nations, held on Saturday evening, November 15, started as President Perez arrived. Precisely at 7:30 p.m., he arrived and was escorted along with other dignitaries to the top of the stadium section reserved for them. The parade lasted well over two hours, and after all national teams had assembled in the mid field of the Stadium, a 21-gun salute boomed, then came the four Venezuelan jets performing aerobatics with several passovers close to the center of the stadium. The final show of the evening was the dazzling display of fireworks which lasted well over an hour which thrilled the huge crowd of well



Posing at the Bolivar Square in Maracaibo, Venezuela, are three English-speaking escorts, Eva Kruger, wife of the chairman of the United States Committee, WGD, and Jerold M. Jordan, CISS president. Mr. Jordan is first from right, while Mrs. Kruger is third from right.

over 10,000 people in the stands. All of them were admitted free, as the Organizing Committee was granted one million bolivars, equivalent to \$250,000 in USA currency, to stage the Games with the backing of the Venezuelan government.

Just prior to the fireworks display, a lone deaf Venezuelan runner arrived carrying the "Olympic" torch once around the stadium and then up to the Olympic Bowl which was lit for a week during the Pan Am Games. Previously, a team of deaf runners some 200 miles from Maracaibo had carried the torch which the Governor of Zulia had lit to the pre-Games ceremony which was held at Bolivar Square in the city of Maracaibo on Friday evening, November 14, and held it in the square overnight. The same torch was blessed at 3:00 p.m. Saturday, and then taken to the stadium for the opening ceremony.

And on Saturday evening, November 22, the closing ceremony held at the

stadium was equally colorful. Most impressive was the exhibition of a Venezuelan army group. They performed a PE exercise of rigid marching formation and finally went to the far end of the stadium and formed wordage "Adios" with their bodies. Following was a colorful display of fireworks.

Prior to our departure for Maracaibo, we needed to know the description of the accommodations for participants of the Pan Am Games, (four dollars per day per person for lodging and meals) and we learned that they were "barracks" under the baseball field, and there were 40 beds per room with cold showers. That was not our preference so we decided to take Hotel del Lago, an Inter-Continental Hotel, on the west shore of Lake Maracaibo. It is the best hotel in Maracaibo, and is the only one in the city that has hot water. And when we saw the "barracks," the accommodations were pretty bad.

## *Sporting Around With*

**ART KRUGER, Sports Editor, 1500 N. Coalter St., B-6, Staunton, Virginia 24401**



State Senator Herbert Buehler invited the whole O'Grady Family to the New Jersey Senate Chamber on Monday, December 15, 1975, when he made a motion to present Lucinda and Maureen with a resolution from the State of New Jersey for their outstanding performances at the recent Pan Am Games, representing the United States as well as New Jersey and the Marie Katzenbach School for the Deaf. The resolution passed and senators praised the O'Grady sisters seated with Senator Buehler. The girls signed, thanking all of them and Senator Buehler, with MKSD Superintendent Philip Cronlund interpreting, who said the state legislators were very impressed with the girls' activities and the Pan Am Games. The girls will receive the resolution with signatures of the Senate president and Secretary of State and the Seal of the State of New Jersey. The picture above was taken after the resolution was made and in Governor's office. Pictured, left to right: Mrs. Lucille O'Grady (mother), Lucinda O'Grady, New Jersey Governor Brendan Byrne, Maureen O'Grady, State Senator Herbert Buehler, Raymond O'Grady (father) and Diana O'Grady (sister).



**KEN MURASHIGE**, a Los Angeles resident, was the first and only USA athlete to have participated in three different international games for the deaf—the World Summer Games at Malmo, Sweden, in 1973, the World Winter Games at Lake Placid, N.Y. in 1975, and the recent Pan Am Games. As captain of the USA volleyball team, Ken led the American squad to the first gold medal in volleyball ever in any international competition at the Maracaibo Games. His spirited team lost not a single set in the robin round tourney.

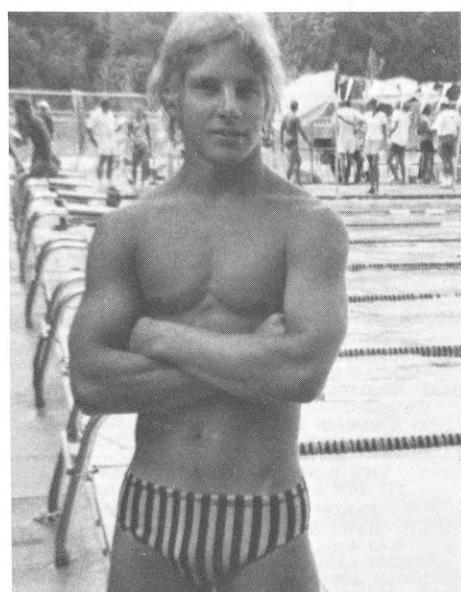
Two other members of our United States Committee, World Games for the Deaf, have written up the Pan Am Games—Jim Barrack in the Silent News and Gene E. Carr in the AAAD Bulletin, so we will close by saying that we got a friendly reception from everybody—other teams, officials, visitors. By the time it came for us to leave, the deaf and hearing Venezuelans cried and begged us to stay there. For us, it was an obvious pleasure to describe the Venezuelan scene—a total contrast to the bitter political wrangling that marked the "other" Pan American Games staged in Mexico City last October.

To any athlete, the first taste of international competition is the "something special" experience that carries memories through a lifetime. And that's the way it was for the O'Grady sisters, Lucinda and Maureen.

**DAVE RITCHIEY** was featured in the Faces in the Crowd section of a December 1975 issue of SPORTS ILLUSTRATED and received a special Sports Illustrated Award of Merit trophy. The story told how Ritchey gave up a season of football at Kirkwood (Mo.) High School, a 4-A club, to train in swimming events for the recent Pan Am Games. This really paid off, for he won three gold medals and one silver and set new American Deaf record in the 100-meter breaststroke and tied the USA mark in the 200-meter breaststroke. Born deaf, Ritchey is a junior at the high school and is looking forward to representing the United States again at the World Games at Bucharest, Rumania, July 18-28, 1977.



**HONORED**—Drexel Lawson was chosen North Dakota's 1975 High School Athlete of the Year for his track exploits. This is a real big honor—the best high school athlete honor in the state! A first for a deaf person in North Dakota and for North Dakota School for the Deaf! The school really is walking tall! Drexel competed for the United States at the recent Pan Am Games. He was figured to win five gold medals and won the 100-meter dash in fine fashion in 10.7. Easily the favorite in the 200-meter and 400-meter dashes after three days of extensive work-out under USA coach Dwight Rafferty, Lawson saw his dreams of Pan-Am glory evaporate midway in the 200-meter dash. A notoriously slow starter, Lawson shot from his blocks like an arrow. Keeping up the pressure, he had a tremendous lead at the midway mark. Ironically, at this time, the hamstring muscle in his left leg let go! Gameley he tried to maintain the pace, but slowly lost ground. South Dakota's fine all-around athlete, Lyle Grate, quickly assumed the load of winning for the USA. Time was 22.6. What would have been Lawson's time without the leg injury? His coach feels he was flirting with a new world mark for the deaf since his finishing kick is without parallel. Lawson will have to wait for the National WGD Tryouts in Washington, D.C. June 16-17-18-19, 1976, to prove he is one of the nation's best sprinters up to 400 meters. The photo above shows Drexel winning the 400-yard dash in 48.4 seconds last spring.



# Church Directory

## Assemblies of God

At the crossroads of America . . .  
**FIRST ASSEMBLY OF GOD FOR THE DEAF**  
1175 W. Market St., Akron, Ohio 44313  
Sunday School, 9:30 a.m.; Worship, 10:45 a.m.; and 7:00 p.m.; Bible Study, Wednesday, 7:00 p.m. Special services for the deaf.  
Rev. John K. Sederwall, pastor, (216)376-1688 Voice or TTY

When in Baltimore, welcome to  
**DEAF ASSEMBLY OF GOD CHURCH**  
3302 Harford Road, Baltimore, Md. 21218  
Sun. 9:45-11:00 a.m.; 7:30 p.m.; Wed., 7:30 p.m. Rev. Bruce E. Brewster, pastor. Phone 467-8041 Jesus said, "I am the way, the truth and the life."—John 14:6

When in the Pacific Paradise, visit . . .  
**HAWAII CHURCH FOR THE DEAF**  
3144 Kaunaaoa St., Honolulu, Hi. 96815  
Sunday School 9:30 a.m.; worship 10:30 a.m. Bible Study, second and fourth Wed.; Fellowship First Fri., 7:00 p.m.  
Rev. David Schiesser, Pastor 732-0120 Voice or TTY

When in Portland, welcome to  
**FIRST ASSEMBLY OF GOD FOR THE DEAF**  
1315 S.E. 20th Ave., Portland, Ore. 97214  
Sunday 9:45 and 11:00 a.m.  
Thursday 7:30  
Rev. Norman Stallings, pastor

## Baptist

### CALVARY BAPTIST CHURCH Renton, Washington

Pastor, Dr. Sam A. Harvey; Interpreter, Mrs. Irene Stark (husband's first name is James). Sunday School, 9:45 a.m.; Morning Worship, 11:00 a.m. (Interpreting for the Deaf). Evening Worship, 7:00 p.m. (Interpreting for the Deaf)

**APPLEWOOD BAPTIST CHURCH**  
11200 W. 32nd Ave., Wheat Ridge, Colo. 80033  
Luther Mann, Th. D., Pastor (303) 232-9575  
4310 Iris Street  
Wheat Ridge, Colo. 80033

**FIRST BAPTIST CHURCH**  
529 Convention St., Baton Rouge, La. 70821  
Separate services in the Deaf Chapel, third floor, Palmer Memorial Bldg. Sunday School, 9:00 a.m., for all ages. Worship services, 10:30 a.m.  
Telephone (504) 383-8566 (Voice or TTY)

**CALVARY BAPTIST CHURCH**  
Corner Cleveland & Osceola, Downtown Clearwater, Fla.  
Services interpreted for the deaf  
9:30 a.m., Sunday School; 11:00 a.m., Morning Worship; 11:00 a.m., Live Color-TV-Channel 10

Come and learn God's word at . . .  
**HILLVIEW BAPTIST CHURCH**  
7300 Greenly Dr., Oakland, Calif. 94605  
Sunday School, 9:45 a.m.; Worship, 11 a.m. & 7 p.m.; Training hour, 6 p.m.; Wed. Bible & prayer, 7:30 p.m.  
Interpreters: Arlo Compher, Shirley Compher  
Pastor: James L. Parker, B. S., M. Div., Th. M.  
Phone (415) 569-3848 or 635-6397

**WEALTHY STREET BAPTIST CHURCH  
FOR THE DEAF**  
811 Wealthy Street, S. E., Grand Rapids, Mich.  
Rev. Roger Kent Jackson, pastor  
Sunday: 10:00 & 11:00 a.m.-6:00 p.m.  
Wed.: 7:00 p.m. Prayer & Bible Study  
Deaf Missionary Outreaches of our Church;  
Christian Captioned Films for the Deaf  
Christian Literature for the Deaf  
Christian Outreach for the Deaf

**THE FIRST BAPTIST CHURCH**  
217 Dill Ave., Frederick, Maryland  
Robert F. Woodward, pastor  
David M. Denton, interpreter  
9:45 a.m., Sunday School for deaf  
11:00 a.m., Morning worship service interpreted for the deaf  
A cordial welcome is extended

VISITING THE SARASOTA, FLA. AREA?  
Welcome to . . .

### SOUTHSIDE BAPTIST CHURCH

2035 MAGNOLIA ST.

(Off of the 3200 Block of South Hwy. 41)  
SERVICES INTERPRETED FOR THE DEAF  
SUNDAYS AT 11:00 A.M. & 7:30 P.M.

When in St. Augustine, Florida, Welcome To  
**CALVARY BAPTIST CHURCH**  
110 Masters Drive, St. Augustine, Fla.  
Interpreters for the deaf at the 11:00 a.m. worship service  
Rev. Carl Franklin, pastor

### PHILADELPHIA BAPTIST CHURCH & DEAF CENTER

828 W. Manchester Ave.,  
Los Angeles, Calif. 90044

Sunday Bible study, 9:30 a.m.; worship, 11:00 a.m. Deaf and hearing worshiping together. Elder Sam Hooper, Melvin Sanders, teachers: Willa G. Boyd, interpreter; William T. Ward, pastor

When in Washington, D.C., worship at . . .  
**THE BAPTIST CHURCH OF THE DEAF**  
8th & H Streets, N.W., Washington, D.C. 20001  
Sunday School, 9:30 a.m. Worship, 10 a.m.  
Francis C. Higgins, leader, 937-2507

### 22ND STREET BAPTIST CHURCH

6620 E. 22nd Street, Tucson, Arizona 85710

Phones 298-2850 and 886-6702

Pastor: Charles E. Pollard

Interpreters: Murray and Nancy Machen  
Bible study, 9:30 a.m.; worship services, 11:00 a.m. and 7:00 p.m. All services interpreted for the deaf, including all music.  
Anyone traveling to or through Tucson will find a cordial welcome.

### FIRST BAPTIST CHURCH

14200 Golden West St., Westminster,  
Calif. 92683

Sunday morning Bible study, 9:30 worship, 11:00. Sunday night Christian life studies, 6:00; worship service, 7:00.

Recreation and social calendar on request.

Pastor, Robert D. Lewis

Church phone 714-894-3349

Worship and serve with us at

### FIRST BAPTIST CHURCH

510 West Main Avenue

Knoxville, Tennessee 37902

Sunday: Sunday School 9:30 a.m.; Morning worship 11:00 a.m.; Training Union 6:00 p.m. Evening worship 7:00 p.m.

A Full Church Program for the Deaf

### IMMANUEL BAPTIST CHURCH

16th and Hickory, Pine Bluff, Ark.

"In the heart of Pine Bluff for the hearts of people!"

You are invited to worship with us at 9:45 in Sunday School and 10:55 in Worship. Join us for lunch on the second Sunday of each month—a special fellowship for the deaf. Evening worship, 7:00; Wednesday services, 7:00.  
Mrs. Leroy Spillyards, Interpreter  
Anton C. Uth, Pastor

A church that cares for the deaf . . .

### AIRPORT BAPTIST CHURCH

2600 Army Post Rd., Des Moines, Iowa 50321

Services: Sunday School, 9:45; Morning Worship, 11:00; Evening Service, 7:00.

When near Louisville, Ky., welcome to  
**FOURTH AND OAK STREETS BAPTIST  
CHURCH FOR THE DEAF (SBC)**

Sunday School, 9:45 a.m.; Worship service, 10:55 a.m.; Sunday night service, 6:00 p.m. Wednesday night service prayer meeting, 7:15 p.m.

Rev. Joe L. Buckner, pastor and interpreter  
Miss Sue Henson, interpreter

When in the Nation's Capital . . .  
Visit the fast growing Deaf Department of

### FIRST BAPTIST CHURCH OF RIVERDALE

Maryland's largest Sunday School, 3 blocks west of Baltimore-Washington Pkwy.  
6200 Riverdale, Riverdale, Md.

Sunday School 9:45 a.m.; Deaf Chapel Hour, 11:00 a.m. All other services interpreted.  
Dr. R. Herbert Fitzpatrick, Pastor  
Church office phone 277-8850

## Catholic

### Roman Catholic

Immaculate Conception Parish  
177 S. York Rd., Elmhurst, Ill. 60126

Contact: Deacon Jim Monahan,

TTY 815-727-6411

All welcome to signed Mass Service at 9:00 a.m., 2nd and 4th Sundays, September through June.

**NEW ORLEANS CATHOLIC DEAF CENTER**

721 St. Ferdinand St., New Orleans, La. 70117

Office: Monday through Friday, 8:30 to 4:30

Movie: Friday, 7 p.m. to midnight

Mass: Saturday at St. Gerard Parish for the Hearing Impaired, 7 p.m., followed by social

Rev. Gerard J. Howell, Pastor/Director

24-Hour TTY News Service (504) 945-7020

### INTERNATIONAL CATHOLIC DEAF ASSOCIATION, CANADIAN SECTION

National Pastoral Centre, Holy Name Church

71 Gough Ave., Toronto, Ontario,  
M4K 3N9 Canada

Moderator, Rev. B. Dwyer

Mass each Sunday, 1:00 p.m.; religious instruction each Saturday, 1:30 p.m.

### ST. JOHN'S DEAF CENTER

8245 Fisher, Warren, Mich. 48089

TTY (313) 758-0710

Moderators: Rev. Gary Bueche  
Sister Dolores Beere, MHSH

Mass every Sunday at noon

## Church of Christ

### WESTERN HEIGHTS CHURCH OF CHRIST

1912 N. Winnetka

Dallas, Texas 75208

Sunday—9:45 a.m.

Ralph D. Churchill, 941-4660

### ROCKVILLE CHURCH OF CHRIST

1450 W. Montgomery Ave., Rockville,

Md. 20850

Sunday Class, 10:00 a.m.; Worship Services, 11:00 a.m., 6:00 p.m.

Minister: Don Browning

Interpreter: Don Garner

### HUBER HEIGHTS CHURCH OF CHRIST

4925 Fishburg Rd., Dayton, Ohio 45424

Signed Bible Classes and Worship Services  
Bible Classes-Sunday 9:30 a.m.; Wednesday 7:30 p.m.; Worship Services-Sunday 10:30 a.m. and 6:00 p.m.

### ECHO MEADOWS CHURCH OF CHRIST

2905 Starr Ave., Oregon, Oregon 43616

Adjacent to Toledo on Eastside. Get off I-280 at Starr Avenue exit—approx. 2 mi. straight east.

Bellamy H. Perkins, Deaf Minister

Three Hearing Interpreters

Funerals, weddings, counseling, Minister available for services in your town. Deaf chapel separate from hearing. Minister available to help you.

Visitors warmly welcome.

In Los Angeles area, worship at . . .

### MAYWOOD CHURCH OF CHRIST

5950 Heliotrope Circle

Maywood, California 90270

Sunday class 9:30 a.m., Worship service 10:30 a.m., 6 p.m. Wednesday Bible study 7 p.m.

Bob Anderson, Minister (213) 583-5328

Restoring Undenominational Christianity

Worship, 11:00; Evening Service, 7:00.

When in Idaho, visit . . .

### TWIN FALLS CHURCH OF CHRIST

2002 Filer Avenue East, Twin Falls, Idaho

Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.

Preacher: David Foulke

Interpreters: Jim and Sheila Palmer

## Episcopal

### ST. AGNES' MISSION FOR THE DEAF

Each Sunday, 12 noon, at

St. Philip's Episcopal Church

Dennison Ave. & West 33rd St.,

Cleveland, Ohio

Vicar: The Rev. Jay L. Croft

482 Orlando Ave., Akron, Ohio 44320

TTY 216-0864-2865

MARCH 1976

## THE EPISCOPAL CONFERENCE OF THE DEAF IN THE UNITED STATES

Welcomes you to worship with us at any of our 75 churches across the nation.

For information or location of the church nearest you, consult your telephone directory or write to:

Robert Cunningham  
Executive Secretary  
556 Zinnia Lane  
Birmingham, Alabama 35215

## ST. MARK'S EPISCOPAL CHURCH FOR THE DEAF

St. Stephens Road and Craft Highway,  
Toulminville, Mobile, Ala.

Rev. Silas J. Hirte

## When in Denver, welcome to ALL SOULS MISSION FOR THE DEAF— ST. MARK'S EPISCOPAL

1160 Lincoln St., Denver, Colorado

Tel. 534-8678

Open every Sunday at 10 a.m.  
All Souls Guild meetings second Friday night, 7:30 p.m.

All Souls Guild socials fourth Friday night, 7:30 p.m.

Rev. Edward Gray

The oldest church for the deaf in the United States

## ST. ANN'S CHURCH FOR THE DEAF

Episcopal

426 West End Ave., near 80th St.

Services 11:30 a.m. every Sunday

The Rev. Columba Gilliss, OSH

Mail Address: 251 W. 80th St.

New York, N. Y. 10024

## When in Philadelphia, welcome to ALL SOULS' CHURCH FOR THE DEAF

The Rev. Roger Pickering, Vicar

Services every Sunday, 1:30 p.m., in historic St. Stephen's Episcopal Church, 10th Street between Market and Chestnut Streets, 5 blocks from Independence National Park in the Bicentennial City.

## Lutheran

### OUR SAVIOR LUTHERAN CHURCH OF THE DEAF

Meeting in the Gloria Dei Chapel of the Lutheran School for the Deaf  
6861 E. Nevada, Detroit, Mich. 48234  
Worship at 10:00 every Sunday  
Rev. Clark R. Bailey, Pastor  
Phone (313) 751-5823

### When in Minneapolis, welcome to . . . BREAD OF LIFE LUTHERAN CHURCH FOR THE DEAF

2901 38th Avenue South  
Minneapolis, Minnesota 55406  
Services 11:00 a.m. every Sunday  
(10:00 a.m. during June, July and August)  
The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at EMMANUEL LUTHERAN CHURCH

2822 E. Floradora, Fresno, Calif. 93703

S. S. Class for Deaf Children, 9:15 a.m.; Every Sunday: Bible Class, 9:15 a.m.; Worship Service, 10:30 a.m. (interpreted).

Stanley Quebe, pastor; Clarence Eisberg, associate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit ST. MARK LUTHERAN CHURCH OF THE DEAF

421 W. 145 St., N. Y., N. Y. 10031

Sun. worship 2 p.m.—June-Aug. 1 p.m.  
Bible Class and Sunday School 3:30 p.m.  
Rev. Kenneth Schnepf, Jr., pastor  
Home Phone (914) 375-0599

Visiting New York "Fun" City?

### ST. MATTHEW LUTHERAN CHURCH OF THE DEAF

41-01 75th St., Elmhurst (Queens), N.Y. 11373  
11:00 a.m. Sunday Worship (10:00 a.m. June-July-August)

Rev. Daniel A. Hodgson, Pastor  
212-335-8141 or 516-248-2357 Voice or TTY  
1 block from IND-74th St./Roosevelt Ave.  
and IRT-74th St. Subways

Welcome to . . .

### PEACE LUTHERAN CHURCH FOR THE DEAF

4201 North College Avenue  
Indianapolis, Indiana 46205

Worship every Sunday at 10:30 a.m.

Pastor Marlow J. Olson, the only full time pastor to the deaf in the State of Indiana

In the Nation's Capital visit . . .  
**CHRIST LUTHERAN CHURCH OF THE DEAF**  
5101 16th St., N.W., Washington, D.C. 20011  
Sunday Worship—11:00 a.m.  
Robert J. Muller, pastor  
TTY 864-2119

You are welcome to worship at . . .  
**HOLY CROSS LUTHERAN CHURCH FOR THE DEAF**  
101 N. Beaumont, St. Louis, Mo. 63103  
Just west of Rodeway Inn, Jefferson Ave.  
Worship every Sunday, 10:30 a.m.  
TTY (314) 725-8349  
Rev. Martin A. Hewitt, pastor

Welcome to . . .  
**PILGRIM LUTHERAN CHURCH OF THE DEAF**  
3801 Gillham Road, Kansas City, Mo. 64114  
Worship every Sunday, 11:00 a.m.  
Walter Uhlig, pastor, Phone 561-9030

**PRINCE OF PEACE LUTHERAN CHURCH FOR THE DEAF**  
205 N. Otis, St. Paul, Minn.  
Services every Sunday at 11:00 a.m.  
Summer services every Sunday at 10:00 a.m.  
Rev. Wm. Lange, pastor  
TTY 644-2365, 644-9004  
Home 724-4097

**ROGATE LUTHERAN CHURCH OF THE DEAF**  
2447 East Bay Drive, Clearwater, Florida  
(Between Belcher and Highway 19)  
A church of the deaf, by the deaf, for the deaf. Our services are conducted in sign language by the pastors. Services 1st Sunday, 2:00 p.m.; 3rd Sunday, 7:00 p.m. TTY and Voice—531-2761.  
Rev. Frank Wagenknecht, pastor; Rev. Gary Bomberger, associate

**DEAF ZION LUTHERAN CHURCH**  
15000 N.W. 27th Ave., Miami, Florida 33504  
Phones (with TTY): Ch. 688-0312 or 651-6720 or 621-8950  
Every Sunday:  
Bible Class 10:00 A.M.  
Worship Service 11:00 A.M.  
Ervin R. Oermann, pastor  
Paul G. Consoer, lay minister

In North New Jersey meet friends at  
**ST. MATTHEW'S LUTHERAN CHURCH FOR THE DEAF**  
510 Parker St. at Ballantine Pkwy.  
Newark, N. J. 07104  
(Bus No. 27 to B. Pkwy., 3 bl. West)  
Sundays, 10 a.m.; Thursdays, 8 p.m.  
Rev. C. Roland "G" Gerhold, pastor  
Need help? Phone (201) 485-2260

**ST. PAUL'S MISSION FOR THE DEAF OF GREATER HARTFORD**  
679 Farmington Ave., West Hartford, Conn.  
Services every Sunday at 7:30 p.m.; Fellowship Guild, 4th Thursday at 7:00 p.m.

**ST. GEORGE'S MISSION FOR THE DEAF**  
74 Federal St., New London, Conn.  
Services: 2nd, 3rd, and 4th Sundays at 10:00 a.m.; Fellowship Guild, 1st Saturday at 7:30 p.m.

**ASCENSION MISSION FOR THE DEAF**  
1882 Post Rd., Darien, Conn.  
Services: 1st, 2nd, and 3rd Sunday at 2:00 p.m.; Fellowship Guild, 4th Saturday at 7:30 p.m.  
The Rev. Ray Andersen, Vicar  
Episcopal Missions for the Deaf of Conn.  
23 Thomson Rd., West Hartford, Ct. 06107  
TTY (and voice) (203) 561-1144

## United Methodist

**CAMERON UNITED METHODIST CHURCH OF THE DEAF**  
1413 Sycamore, Cincinnati, Ohio 45210  
Sunday Worship 11:00; Sunday Study 12:00  
Rev. Tom Williams, minister  
A place of worship and a place of service.  
All are welcome.

**CHICAGO UNITED METHODIST CHURCH OF THE DEAF**  
Services in Dixon Chapel  
77 West Washington St., Chicago, Ill. 60602  
John M. Tubergen, leader  
P. O. Box 683, Elmhurst, Ill. 60126

**FOREST PARK UNITED METHODIST CHURCH**  
2100 Kentucky Ave., Fort Wayne, Ind. 46805  
Sunday School, 9:30 a.m.; church services, 11:00 a.m.  
Total Communication Used  
Grace Nunery, Coordinator for Deaf Ministry  
Rev. C. Albert Nunery, Senior Pastor

When in Metropolitan Washington, D.C., worship at

**WASHINGTON UNITED METHODIST CHURCH FOR THE DEAF**  
7001 New Hampshire Ave., Takoma Park, Md.  
Worship Service in the Fireside Room  
at 10:30 a.m.

Sunday School for hearing children  
Captioned Movies every first Sunday  
at 11:45 a.m.  
Rev. LeRoy Schauer, pastor

## Other Denominations

**IMMANUEL CHURCH FOR THE DEAF**  
657 West 18th St., Los Angeles, Calif. 90015  
Sunday school, 9:45 a.m.; Sunday morning worship, 11:00 a.m.; Bible Study, Tuesday, 7:30 p.m.

**When in the Pacific paradise, visit HAWAII CHURCH FOR THE DEAF**  
3144 Kaunaaoa Street, Honolulu, Hawaii 96815  
Sunday School 9:45 a.m.; Worship 10:30 a.m.  
Wed. Bible Study and Fri. Fellowship 7:00 p.m.  
Children's weekday religious education classes  
Rev. David Schiewek, pastor  
For information call 732-0120

**When in Atlanta, Ga., welcome to CRUSSELLE-FREEMAN CHURCH OF THE DEAF**  
(Non-Denominational)  
1304 Allene Avenue, S.W., Atlanta, Ga. 30310  
Sunday School 9:45 a.m.—Worship 11:00 a.m.  
and 7:00 p.m.  
Wednesday Bible study and prayer 7:00 p.m.  
Rev. Wilber C. Huckeba, pastor  
Free Captioned Movie, 7:00, third Friday

**DEAF MISSIONARY CHURCH**  
3520 John Street (Between Texas and Norvella Ave.) Norfolk, Va. 23513  
Pastor, John W. Stallings, Jr.  
Sunday School, 9:30 a.m.  
Worship Service, 10:30 a.m.  
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)  
THE DEAF HEAR (Nationwide)  
Bible Study and Prayer—Wednesday 7:30 p.m.

**CHRIST'S CHURCH OF THE DEAF**  
(Non-Denominational)  
Meets in First Christian Church building  
each Sunday.  
Scott and Mynster Streets  
Council Bluffs, Iowa  
Bible School, 9:30 a.m.; Worship, 10:30 a.m.  
Duane King, Minister  
Mailing address: R. R. 2, Council Bluffs,  
Iowa 51501

**RELIGIOUS EDUCATION OFFICE**  
430 N. Center St., Joliet, Ill. 60435  
Contact: Deacon Jim Monahan,  
TTY 815-727-6411  
All in Joliet area welcome to signed Mass Service at 10:45 a.m., 3rd Sunday, September through June.

**When in Allentown, Pa., welcome to LEHIGH VALLEY CHURCH FOR THE DEAF**  
121 South 8th St., Allentown, Pa. 18101  
Services held every fourth Sunday of the month except July and August at 3:00 p.m.  
An Interdenominational Deaf Church  
Mrs. Grace A. Boyer, Director of Public Relations

**METROPOLITAN COMMUNITY CHURCH OF LOS ANGELES**  
373 South Western Avenue  
Services in sign language every Thursday night at 8:00

**CALVARY CHAPEL FOR THE DEAF**  
Irving & E. Green Sts., Allentown, Pa. 18103  
Phone (215) 435-7500  
Rev. Reuben Jay, Minister to the Deaf; Mrs. Carol Jay, RID Certified Interpreter  
9:30 a.m., Every Sunday, Bible School; 10:45 a.m., Every Sunday, Worship Service  
"A Full-Time, Full-Gospel Church"

**FIRST CONGREGATIONAL CHURCH OF LOS ANGELES**  
540 S. Commonwealth Ave.  
Los Angeles, Calif. 90020  
“Dynamic Preaching for Today’s World”  
11:00 a.m. Sunday morning worship interpreted for the deaf.  
All visitors receive a cordial welcome.  
William B. Bradshaw, B.D., Ph.D., Minister

DCCO-200-10N-A SEP77  
GALLAUDET COLLEGE  
DRAMA DEPT - BOX 1001  
7TH & FLORIDA AVE NE  
WASHINGTON DC 20001

In Atlanta, it's the  
**GATEWAY TO THE SOUTH**  
**ATLANTA CLUB OF THE DEAF, INC.**  
760 Edgewood Ave., N.E.  
Atlanta, Georgia 30307  
Open Every Friday and Saturday Night

**CHICAGO CLUB OF THE DEAF**  
Room 204-206  
4747 N. Milwaukee Ave., Chicago, Ill., 60641  
Open Friday and Saturday evenings

The Showplace of the Southwest . . .  
**DALLAS ASSOCIATION**  
**OF THE DEAF, INC.**  
4215 Maple Ave., Dallas, Texas 75219  
Open Wed., Fri., Sat. eves  
TTY 214-522-0380

When in Denver, stop by . . .  
**SILENT ATHLETIC CLUB OF DENVER**  
1545 Julian St., Denver, Colo. 80204  
Open Saturday evenings

**DETROIT ASSOC. OF THE DEAF, INC.**  
1240 Third Blvd., Detroit, Mich. 48226  
Come to visit our new club when you are  
in Detroit. Open Friday evening,  
Saturday and Sunday

**EAST BAY CLUB OF THE DEAF, INC.**  
645 West Grand Ave., Oakland, Calif. 94612  
Open Fri. evenings and Sat. and Sun.  
afternoons and evenings  
Hubert J. Sellner, secretary

**THE TAMPA SILENT CLUB**  
(Odd Fellows Temple)  
6220 Nebraska Ave., Tampa, Fla. 33604  
TTY 813-244-2241  
Open every 4th Saturday night.

**GREATER INDIANAPOLIS DEAF CLUB**  
1917 E. 46th St. Indianapolis, Ind. 46205  
Open Wednesday, Friday and Saturday  
evenings  
Eugene Schick, president

In Hawaii, it's Aloha (welcome) from . . .  
**HAWAII CLUB FOR THE DEAF**  
American Legion Auxiliary Hall  
612 McCully Street, Honolulu, Hawaii 96814  
2nd Saturday of each month, 7:30 p.m.  
Address all mail to:  
Mrs. Norma L. Williams, secretary  
727 Palani Avenue, Apt. No. 6  
Honolulu, Hawaii 96816

**HAWAIIAN PARADISE CLUB**  
FOR THE DEAF  
**HAWAIIAN ATHLETIC CLUB**  
FOR THE DEAF  
c/o St. Peter's Episcopal Church  
1317 Queen Emma St.  
Honolulu, Hawaii 96813  
3rd and 4th Saturday of each month  
Linda Lambrecht, secretary

When in Houston, you are welcome  
to the  
**HOUSTON ASSOCIATION OF THE**  
**DEAF, INC.**  
606 Boundary St., Houston, Texas 77009  
Open Friday and Saturday evenings

**LEHIGH ASSOCIATION OF THE DEAF**  
121 S. 8th St., Allentown, Pa. 18101  
Open Friday and Saturday evenings  
TTY 215-432-7133  
Nelson C. Boyer, secretary

# CLUB DIRECTORY

When in New Hampshire, come to the . . .  
**MANCHESTER DEAF CLUB, INC.**  
126 Lowell St., Manchester, N.H.  
Open every second and fourth Saturday of  
each month with free Captioned Movies

**METROPOLITAN WASHINGTON**  
**ASSOCIATION OF THE DEAF**  
3210-A Rhode Island  
Mt. Rainier, Md. 20822  
Open Friday, Saturday and  
Sunday evenings.  
When in the Nation's Capital,  
come and see us.

When in Orlando, come to the . . .  
**ORLANDO CLUB OF THE DEAF**  
1914 Edgewater Dr., Orlando, Fla. 32804  
Social and captioned movies on 3rd Saturday  
night of each month, Sept.-May.

**PHOENIX ASSOCIATION OF THE DEAF**  
3100 East Roosevelt, Phoenix, Ariz.  
2nd Saturday of each month except  
July and August  
Address all mail to:  
Mabel Bales  
6034 N. 21st St. No. 10  
Phoenix, Arizona 85015

**PUGET SOUND ASSOCIATION**  
**OF THE DEAF**  
(Seattle in 1974—NAD)  
The Greatest and Oldest Club of the Deaf  
in the Pacific Northwest.  
Everyone Heartily Welcome.  
Open Saturdays.  
8501 Wallingford Ave., North  
Seattle, Washington 98013  
TTY Phone 206-525-3679

**SAN FRANCISCO CLUB FOR THE**  
**DEAF, INC.**  
530 Valencia Street  
San Francisco, California 94110  
Open Friday and Saturday nights.  
Sometimes Sunday.  
Business meeting on 2nd Friday of month.

**ST. PETERSBURG ASSOCIATION**  
**OF THE DEAF**  
4255 56th Ave. North, St. Petersburg, Fla.  
Socials every 1st and 3rd Saturday evenings  
W. H. Woods, Sr., secretary  
3033 39th Ave., N., St. Petersburg, Fla. 33714

**SUNSHINE CIRCLE OF THE DEAF**  
Meets at Los Angeles Club of the Deaf, Inc.  
3218 1/2 Main St., Los Angeles, Calif. 90007  
Second Thursday of each month, 10:00 a.m.  
Tessie Bernstein, corresponding secretary

**THE CHARLES THOMPSON**  
**MEMORIAL HALL**  
1824 Marshall Ave., St. Paul, Minn. 55104  
The nation's finest social club for the deaf  
Established 1916

When in York, Pa., welcome to  
**THE YORK ASSOCIATION OF**  
**THE DEAF, INC.**  
208 N. George St. York, Pa. 17401  
Open Wed., Fri., Sat. evenings  
Socials on 2nd and 4th Saturdays  
of month.  
Business meeting on 2nd Friday of month  
Samuel D. Shultz, Secretary

**UNION LEAGUE OF THE DEAF, INC.**  
2109-15 Broadway  
New York, N.Y. 10023  
Open noon to midnight.  
Thurs., Fri., Sat., Sun., holidays  
Walter M. Chulman, president  
Irving Alpert, vice president  
Max J. Cohen, secretary  
Milton Cohen, treasurer

**"OUR WAY"**  
To strengthen Jewish education and  
observance amongst the Jewish deaf  
National Conference of Synagogue Youth  
116 E. 27th St., New York, N.Y. 10016

**MIAMI ASSOCIATION OF THE DEAF**  
15000 N. Miami Ave., North Miami, Florida  
Open first and third Saturday of  
every month  
Secretary: Eleanor Struble

## National Congress of Jewish Deaf

Gerald Burstein, President  
6131 Claridge Drive  
Riverside, Calif. 92506

Kenneth Rothschild, Secy.-Treas.  
25 Wagon Wheel Road  
Poughkeepsie, N.Y. 12601

Alexander Fleischman, Executive Director  
9102 Edmonston Court  
Greenbelt, Maryland 20770

**1976 NCJD CONVENTION IN BOSTON**  
August 3-7

## DEAF AMERICAN Advertising Rates

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